

**IMPROVING STUDENTS' WRITING SKILL BY USING FOUR SQUARE  
WRITING TECHNIQUE (A COLLABORATIVE CLASSROOM ACTION  
RESEARCH)**

**A Thesis**

**Submitted as a partial Fulfilment of Requirements for S1-Degree**



**By:**

**PUPUT SEPTIANI**

**NPM : 1311040072**

**Study Program : English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY  
ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG**

**2018**

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LAMPUNG**

**2018**

## **ABSTRACT**

### **IMPROVING STUDENTS' WRITING SKILL BY USING FOUR SQUARE WRITING (A COLLABORATIVE CLASSROOM ACTION RESEARCH) TO THE EIGHTH GRADE STUDENTS OF MTS MUHAMMADIYAH 02 PUBIAN LAMPUNG TENGAH IN THE ACADEMIC YEAR OF 2018/2019**

By:  
**Puput Septiani**

Based on the phenomena taking place in school that the students considered writing as the most difficult skill. The objective of the research was to describe whether or not and to what extent four square writing technique can improve students' writing skill; and how was the process of implementing teaching writing when four square writing technique was implemented in the writing classes.

The research design was collaborative classroom action research. It was conducted into two cycles and each cycle consisted of four meetings and involved four steps namely planning, action, observation and reflection. The research data were collected by using techniques of observation, interview, and test. The subject of this research was a class of the eight grade of MTs Muhammadiyah 02 Pubian Lampung Tengah which consist of 31 students.

The result showed, there were positive improvements in either students' writing skill or the class situation during the teaching learning processed. It can be seen from result of each post-test which is improved. Mean scores of the students' test in cycle 1 at first and second meeting were 70.87 and 80.4. Mean scores of students' test in cycle 2 at third and fourth meeting were 87.25 and 92.32. Indicator of success was 80% of students achieved score >70 in writing test, it means teaching foursquare technique improved students' writing skill.

**Keywords:** *Writing Skill, Descriptive text, Foursquare.*





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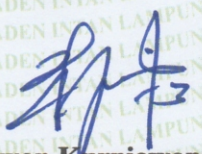
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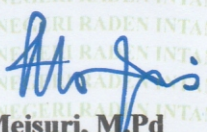
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A thesis entitled: **IMPROVING STUDENTS' WRITING SKILL BY USING FOUR SQUARE WRITING TECHNIQUE (A COLLABORATIVE CLASSROOM ACTION RESEARCH) TO THE EIGHTH GRADE STUDENTS OF MTS MUHAMMADIYAH 02 PUBIAN LAMPUNG TENGAH IN THE ACADEMIC YEAR OF 2018/2019**, by: **PUPUT SEPTIANI**, NPM: 13111040072, Study Program: English Education, was tested and defended in the examination session held on: **Tuesday, October 2<sup>th</sup> 2018**.

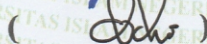
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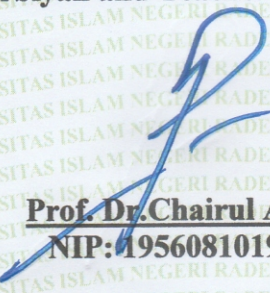
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## **DECLARATION**

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Certified that this thesis is definitely my own work. Researcher is completely responsible for the content of this thesis. Other opinions or finding included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, 02 October 2018  
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## **DEDICATION**

This thesis is dedicated to:

From the deepest part of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. The beloved parents, Mr. Sugio Pranoto and Ms. Suliyah who always pray for my success and give me motivation and support to study hard until now. I love them so much.
2. The beloved Sister Dwi Nur Sinta who always gives me spirit and suggestion for my success.
3. The beloved grandfather, grandmother, uncle, aunt, cousin, friends, who have motivated and prayed for me
4. The beloved lecturers and almamater UIN Raden Intan Lampung which has contributed a lot for my development.



## MOTTO

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِّكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ تَنفَدَ كَلِمَاتُ رَبِّي وَلَوْ جِئْنَا

بِمِثْلِهِ مَدَدًا ﴿١٠٩﴾

“If the ocean were ink (where with to write out) the words of my Lord, sooner would the ocean be exhausted than would be words of my Lord even if we added another ocean like it for its aid.”<sup>1</sup> (QS. Al-Kahfi: 109)

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<sup>1</sup> Abdullah Yusuf ‘Ali, *The Holy Qur’an Arabic Text Wuth English Translation*, New Johar Offset Printers, India, 2006, p. 851.

## **CURRICULUM VITAE**

Puput Septiani was born in Lampung Tengah on September 03<sup>th</sup>, 1995. She is the first child of Mr. Sugio Pranoto and Ms. Suliyah. She has one sister. She lives on Jalan Pramuka, Desa Semanggi, Kelurahan Segalamider, Kecamatan Pubian, Kabupaten Lampung Tengah.

She started her formal study at SD Negeri 02 Pubian in 2001 and graduated in 2007. After that she continued her study at SMP negeri 1 Pubian and graduated in 2010. Then she continued her school at MAN 1 Pringsewu and finished in 2013. After finishing her study at MAN 1 Pringsewu, she continued her study at Raden Intan Islamic University Lampung in 2013 in English Educational Program of Tarbiyah and Teacher Training Faculty of State University of Islamic Study program.

Bandar Lampung, 02 Oktober 2018

Puput Septiani

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This thesis is presented to the English Education study program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' task in partial fulfillment of the requirement to obtain S1-degree.

In relation to the writing and finishing of this thesis, great appreciation and sincerest gratitude be expressed to the following people:

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Bandar Lampung, 02 October 2018  
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Writing is the most difficult language skill. It is also considered as the most complicated language skill to be learned, compared to other language skills. Siahaan stated that there are four basic skills that must be mastered. They are listening, speaking, reading, and writing”.<sup>1</sup> Writing holds an important role in studying foreign languages. Especially in studying English writing is an activity where the researcher must have the ability to compose meaningful information, so the readers would be easily understand.

In writing process we always involve thinking skill and creative skill. The students appeared to have many problems when write in English. As Tribble said that for the moment we can accept that writing is a language skill which is difficult to acquire. Furthermore, one in which relatively few people are required to be expert.<sup>2</sup> It means writing is difficult skills, because the writer need skills on how to write words correctly, how to put and arrange those words into sentences which are supposed to be meaningful according to grammatical rules. Moreover, the problems can arise for some students in writing because it is a complex skill involving multiple process and abilities. Tan stated that

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<sup>1</sup> Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.215

<sup>2</sup> Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p.3



writing is a complicated activity in cognitive analysis and linguistic synthesis in a language.<sup>3</sup>

Based on Bachani, in his book “Teaching writing”, stated learning to write in English is more challenging than learning to speak fluently because the context is created through the words alone and without the direct interaction between the writer and the reader.<sup>4</sup> In addition, Sadller et al, wisely remarked in Westwood’s book that, good writing is not only hard work, but also it is an extremely complex and challenging mental task.<sup>5</sup>

Therefore, many reasons suppose that the number of students writing difficulties is even greater than the number experiencing difficulties in other skills. Meanwhile, not only students often found difficulties in writing but teachers also got it. The teachers are also difficult to teach, which, more or less, effect the students’ learning outcomes and has a long process.<sup>6</sup> Process of writing activities starts from pre-writing, drafting, revising, and editing in order to discover and produce ideas and views. Furthermore, the teachers still use conventional teaching to teach English. In order to solve the students’ problems, the teacher is hoped to able to find the solution to improve students’

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<sup>3</sup> Hui-mien Tan, *A study of EFL Learners’ writing Errors and instructional Strategies* (Journal of Khun Shan University 4, 2007), pp. 113-122

<sup>4</sup> Mohini Bachani, *Teaching Writing* (Vallabh Vidyanagar: Waymade college of education no years), p.1.

<sup>5</sup> Peter Westwood, *What teachers need to know about reading and Writing Difficulties* (Camberwell: Acer Press, 2008), p.57.

<sup>6</sup> Nguyen Ho Hoang Thuy, *Teaching ELF Writing in Vietnam: Problem and Solutions A Discussion from Outlook of Applied Linguistics* (VNU Journal of science Foreign Languages, 25, 2009), pp. 61-66.

writing skill. To solve the problems easier, the teachers can use technique in teaching and learning process.

According to Brown, the process of writing requires an entirely different set of competencies. Written products are often the result of thinking, drafting, and revising procedures that requires specialized skills, skills that not every speaker develop naturally.<sup>7</sup> It means that Writing is a process of transforming ideas into written form which involves several stages. However, many teachers are less aware of the importance of teaching the writing stages to the students as they more focus on the writing products. Consequently, the students' writing ability is not really good. Teacher should provide the students with the technique that can motivate and to make the students easier to write well.

Based on the preliminary research, the researcher found that many students at the Eighth grade of MTs Muhammadiyah 02 Pubian have difficulties in understanding how to write correctly. To get the data of Pre research the interview was applied to the English teacher and the students of MTs Muhammadiyah 02 Pubian Lampung Tengah. By interviewing the teacher and to the students, one of the interview questions that the researcher asked to the teacher was "what are the problems that are faced by the student in learning writing?" Based on the interview that the writer did to the English teacher, he said that the students' writing ability of MTs Muhammadiyah 02 Pubian is still

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<sup>7</sup> H. Douglas Brown, *Teaching by principles: An Interactive Approach to Language Pedagogy* (2<sup>nd</sup> Ed), (California: Longman, 2001), p. 335.

low. the students' problems in learning writing are the students still cannot gather the idea to write, and the students make mistakes due to lack of vocabularies.<sup>8</sup>

Based on the result of interview and analyzed the students' writing ability score showed that the students' skill in writing is poor. It happened because of some problems; the students have low motivation in writing, the students are not able to write correctly, the students have low vocabulary, the students are not interested in the writing and they still confuse to find out the idea. According the students, writing is the most difficult skill in English than another skill in English.<sup>9</sup> It can be seen on the table 1 below:

**Table 1.1**  
**Students' Score of Writing skill at the eighth grade of MTs**  
**Muhammadiyah 02 Pubian Lampung Tengah in the academic Year of**  
**2018/2019**

No	Student's Score	Class							
		A	B	C	D	E	F	Number of Students	Percentage
1	$\geq 70$	11	12	11	9	13	16	72	39.56%
2	$\leq 70$	19	18	20	22	17	14	110	60.44%
Total		30	30	31	31	30	30	182	100%

From the table 1, it can be concluded that students got  $\leq 70$  are 39.56%. It means that the students' writing skill is still low and students still under the

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<sup>8</sup> Source: Mr. Taufiq, S.Pd as English Teacher in MTs M 02 Pubian. Pubian, Lampung Tengah. January, 30<sup>th</sup>, 2017.

<sup>9</sup> Source: Mr. Taufiq, S.Pd as English Teacher in MTs M 02 Pubian. Pubian, Lampung Tengah. January, 30<sup>th</sup>, 2017.

criteria of minimum mastery. It caused the students were passive during lesson. The KKM of MTs Muhammadiyah 02 Pubian is 70. Teaching writing with appropriate technique is crucial to make the writing class becomes more effective, interesting, and enjoyable for the student.

Mr. Taufiq explained that almost students need more motivation in English subject especially in writing skill.<sup>10</sup> It means that the students need fresh technique to solve their writing problems. Based on interview by the teacher, the teacher also found some factors of students' problems in learning English especially their writing skill. The students think that write a paragraph is most difficult one and they got the difficulties in gathering idea when they are going to write, because they are still confuse how to organize their idea to be a good paragraph.

Based on explanation above, the researcher can conclude that an English Teacher must have a good technique to make the students interest to write and more enjoyable in teaching learning process. Teaching writing with appropriate technique is crucial to make the writing class becomes more effective, interesting, and enjoyable for the students. Teacher should apply appropriate technique in teaching writing. The teacher makes teaching writing process more enjoyable and easier to understand by the students, and one of the technique is teaching writing through four square writing technique.

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<sup>10</sup> Source: Mr. Taufiq, S.Pd as English Teacher in MTs M 02 Pubian. Pubian, Lampung Tengah. January, 30<sup>th</sup>, 2017

The researcher believes that Four Square Writing Technique is a good technique in conducting writing activity. By conducting a classroom action research that implements Four Square Writing Technique, it is expected that the teacher is able to improve the students' writing skill. Because four square writing technique is a simple graphic organizer to guide students organize their thoughts or plans before they write a complete paragraph.<sup>11</sup>

Four-Square Writing Technique is a technique of teaching basic writing skills that is applicable across grade levels and curriculum areas. Graphic organizers are visual displays of key content information designed to benefit learners who have difficulty organize information.<sup>12</sup> The step by step approach can help the students in cohesiveness, coherence, and transition words.

Based on the previous research by Siti Fatimah W, at the Eighth Grade Students of SMP Negeri 19 Surakarta in 2009/2010, four square writing technique could improve students' writing skill especially in students' writing skill of recount text.<sup>13</sup> The others previous research by Nurul Mahfudhotin, to The Eight Grade Students of SMP Zainuddin Sidoarjo in 2014/2015, four

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<sup>11</sup> Judith S. Gould; Evan J. Gould, *Four Square Writing Method grade 4-6* (Carthage: Teaching & Learning Company, Publisher, 1999), p.v.

<sup>12</sup> K. Irwin Bromley – L. De Vitis, & M. Modlo, *Graphic organizers: Visual strategies for active learning* (New York: Scholastic Profesional Books, 1995), p. 42

<sup>13</sup> Siti Fatimah W, *Improving Students' Writing Skill Using Four Square Writing Method (A Collaborative Action Research at the Eighth Grade Students of SMP Negeri 19 Surakarta in 2009/2010)* (StateUniversity of Surakarta 2010)



square writing technique could improve students' writing skill especially in students' composing a narrative text.<sup>14</sup>

Based on explanations of previous research above, it can be concluded that are significant differences of previous research to this research. The differences are in these previous research that had been done by Siti Fatimah W and Nurul Mahfudhotin, they said that four square writing technique could improve students' writing skill of recount text of recount text and the other one that four square writing technique could improve students' writing skill of composing a narrative text. Meanwhile in this research, the researcher will use four square writing technique to improve students' writing skill especially in students' descriptive text.

Based on the background above, the researcher used four square writing technique in teaching English, especially to improve the students' writing skill. Therefore, the researcher entitled this research "Improving Students' Writing Skill by Using Four Square Writing Technique An Action Research at The Second Semester at The Eighth Grade Students of MTs Muhammadiyah 02 Pubian Lampung Tengah in The Academic Year of 2018/2019".

## **B. The Identification of the Problem**

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<sup>14</sup> Nurul Mahfudhotin, *The Implementation of Four-Square Writing Technique in Teaching Writing Narrative Writing of Short Story to Tenth Grader of Senior High School* (State University of Surabaya 2014)

1. The students' writing skill is still low.
2. The students' still difficult to find out the idea.
3. The teacher is lack of using various technique in teaching writing skill.

### **C. Limitation of the Problem**

In this research, focused on the implementing students' writing skill on descriptive text by Four Square Writing Technique at Eight Grade of MTs Muhammadiyah 02 Pubian in The Academic Year of 2018/2019.

### **D. Formulation of the Problems**

The background of this research, the main purpose of this study is to find an effective technique in teaching writing. So the formulated research problem as follows:

1. What extent does four square writing technique improve writing skill of the at eighth grade students of MTs Muhammadiyah 02 Pubian in the academic year of 2018/2019?
2. How is the process of implementing teaching writing skill using four square writing technique to the eight grade students of MTs Muhammadiyah 02 Pubian in the academic year of 2018/2019?

**E. Objective of the research**

Objective of this research:

1. To find out the improvement of students' writing skill by using four square writing technique at eight grade students of MTs Muhammadiyah 02 Pubian in the academic year of 2018/2019.
2. To know the process of implementing teaching writing skill by using four square writing technique to the eight grade students of MTs Muhammadiyah 02 Pubian in the academic year of 2018/2019.

**F. Uses of the research**

This research expects that there were some uses of the research as follows:

1. For the students

It can help the students to know their strength and weakness in writing, and will encourage them to improve their writing competence. They will also know to what extent they can understand the use of four square writing technique in descriptive text. They can study to write hard to prove that they can write better.

2. For the teacher

By four square writing technique, the teacher can use four square writing technique in teaching writing descriptive text.

## **G. Scope of the Research**

### **1. Subjects of the Research**

The subject of the research was students at eighth grade of MTs Muhammadiyah 02 Pubian in the academic year of 2018/2019.

### **2. Objects of the Research**

The objects of the research was the four square technique and students' writing skill.

### **3. Place of The Research**

The research was conducted at MTs Muhammadiyah 02 Pubian.

### **4. Time of the Research**

This research was conducted at the second semester of MTs Muhammadiyah 02 Pubian Lampung Tengah in the academic year of 2018/2019.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Concept of Teaching and Learning English as a Foreign Language**

Teaching English as foreign language means that English is taught by people which English is not their mother tongue or their native language. It is supported by Harmer, English as a foreign language is generally taken to apply to students who are studying general English at school and institutes in their own country or as transitory visitors in a target-language country.<sup>1</sup> According of the statement above, it means that English is international language, but in Indonesia English as foreign language not be used to communicate in daily activity. As we know in Indonesia, English is taught as the foreign language. As a foreign language, English is not used for daily communication. Setiyadi states that in Indonesia, English is learned at schools and people do not speak the language in the society.<sup>2</sup> It means that in Indonesia, English is not used for communication in the daily life.

According to Brown teaching is showing or helping someone to learn how to do something providing with knowledge and causing understand.<sup>3</sup> It means that when we give an instruction to someone about something it is hoped

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<sup>1</sup> Jeremy Harmer, *How to Teach Writing*, (London: Longman 2004) p.39

<sup>2</sup> Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.22.

<sup>3</sup> H.Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey: Prentice hall, 1994) p.6

that teaching English as foreign language activities he/she will understand the subject that we taught.

Furthermore Harmer state that teaching means to give someone knowledge or to instruct or to train someone.<sup>4</sup> Thus, by teaching or being a teacher, someone transfers knowledge, guides and coach other people in learning process. According the explanation above the researcher concludes that teaching English as foreign language is teaching English in the school as a subject that used in many requirements such as to read literature, technical works, to listen to the music another, and teaching English as foreign language is an action to give motivation to the students to improve their English skills, but it is not used for daily communication in Indonesia. The students who learn English as foreign language will get opportunities to communicate in their school and orally with the speakers of another nationalities.

## **B. Concept of Writing**

Another linguist, Hyland explains that writing is a way to share personal meanings.<sup>5</sup> It means that writing is the way to express feelings and thought to other people that have a meanings. Writing can helps people to communication. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable.

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<sup>4</sup>Jeremy Harmer, *How to Teach English* (London: Longman, 2002), p.56.

<sup>5</sup> Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2004), P. 09.



According to Harmer, writing is a way to produce language and express idea, feeling, and opinion. Furthermore he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities.<sup>6</sup> It means that writing is a way to produce language that comes from our thought. The idea, feeling or opinion produce based on writer activity was done. It is also an activity, both physically and mentally which helps the writers put their thought into words in meaningful form.

In order for communication to be successful the people have to structure their discourse in such way that it will be understood by the readers. This is why writing in particular has to be both coherent and cohesive.<sup>7</sup> Coherence means the connections of ideas and points that will be transferred and cohesive means grammatically that used in written language. It describes, the writer will show many things in the written language, such as the way of thinking, knowledge and word to be arranged to sentences form that can be easy to understand it by the reader so that both can make a communication.

For all statement above, the researcher concludes that writing is one of skill in English to transferred idea, feeling and thought of the writers' mind

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<sup>6</sup> Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education Limited, 2004), p.31.

<sup>7</sup> Jeremy Harmer, *The Practice of English Language Teaching (3<sup>rd</sup> Ed)*, (New York: Longman, 2001), p.246

which arranged in words, sentences and paragraph using eyes, hand and brain, as information to the reader.

### **C. Characteristics of Written Language**

Brown points out several characteristics of written language which distinguish them from spoken language. The characteristics are as follows:

#### **1. Permanence**

Spoken language is fleeting. Written language is permanent (or as permanent as paper and computer disk area), and therefore the reader has an opportunity to return again and again.

#### **2. Production Time**

Most reading contexts allow readers to read at their own rate. They are not forced into following the rate of delivery, as in spoken language.

#### **3. Distance**

The written word allows messages to be sent across two dimensions: physical distance and temporal distance. The task of the reader is to interpret language that was written in some other place at some other time with only the written words themselves as contextual clues.

#### **4. Orthography**

In spoken language, we have phonemes that correspond to writing graphemes. But we also have stress, rhythm, juncture, intonation, pauses, volume, voice quality, setting, and nonverbal cues, all of which enhance

the message. In writing we have graphemes punctuation, pictures, or chart lends a helping hand.

#### 5. Complexity

Writing and speech represent different modes of complexity, and the most significant difference is in the nature of clauses. Spoken language tends to have shorter clauses connected by more coordinate conjunctions, while writing has longer clauses and more subordination.

#### 6. Vocabulary

It is true that written English typically utilizes a greater variety of lexical items than spoken conversational English. Because writing allows the writer more processing time, because of a desire to be precise in writing, and simply because of the formal conventions of writing, lower-frequency word often appears.

#### 7. Formality

Writing is quite frequently more formal than speech. Formality refers to prescribed forms that certain written messages must hold on to.<sup>8</sup>

### **D. Characteristic of Writing Process**

Process of writing is one of productive skill needs Harmer stated that writing process, process involves a series of stepped to follow in producing a finished piece of writing. There are four elements;

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<sup>8</sup> Douglas Brown, *Op.Cit.* p.341-342

### 1. Planning

Planning is the arrangement conducted to do something. The planning stage is important because at this stage lies the idea of the purposes of writing. This may involve making detailed notes.

### 2. Drafting

Drafting is the process of putting all ideas and thoughts in a pieces of paper which will be in the very rough form. This stage needs an editing for checking the text it is assumed as the first version of a pieces of writing as a draft.

### 3. Editing

The way to revise and improve the first draft is called editing. Editing is essential part of preparing a piece of writing for public or publication. The many drafts prepared that have been written to be edited or revised. Once a writers have produced a draft, she or he then usually reads through what she or he has written, whether it is ambiguous or confusing. Richards and Willy stated that in editing, writers check grammars, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like.<sup>9</sup>

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<sup>9</sup> Jak C. Richards and Willy A Renandya, *Methodology in language Teaching* (New York: Cambridge University Press, 2002, p. 318.

#### 4. Final draft

Final draft is the end product of a piece of writing. Once the writer has edited their draft and has made the changes if any necessary in order to produce the final draft. This may look considerably different from the both of the original plan and the first draft, because many things perhaps have been changed in the editing process.<sup>10</sup>

The teacher plays an important role in guiding students during the writing process. Teachers help students in developing their strategies in the writing process. Some techniques that is often used in process-oriented classrooms include brain-storming, planning, multiple drafting, peer collaboration and portfolio assessment. Teachers are also responsible in giving response towards students writing in which the language teaching often occurs explicitly.

### **E. Process and Approaches in Teaching Writing**

Based on Brown there are two approaches in teaching writing. Those two approaches are follows<sup>11</sup>:

#### 1. Product-oriented

In Brown the compositions of product-oriented approach were supposed to:

- a) Meet certain standards of prescribed English rhetorical style;
- b) Reflect accurate grammar;

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<sup>10</sup> Jeremy Harmer, *How to teach Writing* (Harlow: pearson education limited, 2004), p.4

<sup>11</sup> H. Douglas Brown, *Op.Cit.*, p.335

- c) Be organized in conformity with what the audience would consider to be conventional.<sup>12</sup>

Product-based approaches see writing as mainly concerned with knowledge about the structure of language, and writing development as mainly the result of the imitation of input, in the form of texts provided by the teacher.<sup>13</sup>

## 2. Process-oriented

In Brown adapted from Shih, process approaches do most of the following:

- a) Focus on the process of writing that leads to the final written product;
- b) Help student writers to understand their own composing process;
- c) Help them to build repertoires of strategies for prewriting, drafting, and rewriting;
- d) Give students time to write and rewrite;
- e) Place central importance on the process of revision;
- f) Let students discover what they want to say as they write;
- g) Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;
- h) Encourage feedback from both the instructor and peers;
- i) Include individual conferences between teacher and student during the process of composition.<sup>14</sup>

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<sup>12</sup> H. Douglas Brown, *Ibid.*, p.335

<sup>13</sup> Richard Badger and Goodith White, "A process genre approach to teaching writing", *ELT Journal*, (2000), p.154



Process approaches focus primarily on what writers do as they write rather than on textual features, but depending on the writer's immediate task, these approaches also consider text features.<sup>15</sup>

## **F. What to Measure in Writing Skill**

Writing has some components that should be done by writer in order to get good writing. There are five components to measure writing test in the profile of writing are adopted by Jacobs in Laras:

### **1. Content**

The measure the content of written product is not easy to do. In order to make the teacher or evaluator simple to count it, he applies several descriptors; knowledgeable, substantive, through development of thesis, and relevant to assigned topic.

### **2. Organization**

In organization there are six descriptions that have to take in good written text. They are fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing and cohesive.

### **3. Vocabulary**

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<sup>14</sup> H. Douglas Brown, *Op.Cit.*, p.335-336

<sup>15</sup> Caroline Coffin et.al., *Teaching Academic Writing*, (New Fetter Lane: Routledge Taylor & Francis Group, 2005), p.33

The good writers have to enrich their vocabularies for their writing's quality. But it is not enough without chosen the correct vocabulary to the text. Jacob states vocabulary into four descriptors: sophisticated range, Effective word/ idiom choice and usage, word form mastery, and appropriate register.

#### 4. Language Use

As like the vocabulary, in writing evaluation, language use consists of eight descriptors; effective complex constructions, agreement, tenses, number, words order/function, articles, pronouns and preposition.

#### 5. Mechanics

Mechanics are description about the spelling, punctuation, capitalization, paragraphing, and handwriting in written product. It is as basic of the evaluation in the profile of composition.<sup>16</sup>

In addition, Brown explains there are many categories of writing,

- a. Content that contains thesis statement; related ideas; development of ideas through personal experience, illustration, and facts opinion; use of description, cause/effect, comparison/contras; consistent focus.
- b. Organization that involves effectiveness of Introduction; logical sequence of ideas; conclusion; appropriate length.

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<sup>16</sup> Laras Sekar Tanjung, *The Effect of Guided Writing Strategy Toward Students' Writing Skill at Senior High School I Ulakan Tapakis*, (S1 Thesis, Imam Bonjol University, Padang, 2017), p.30-31

- c. Discourse that contains topic sentences; paragraph unity; transitions; discourse markers; cohesion; rhetorical conventions; reference; fluency; economy; variation.
- d. The others categories are syntax, vocabulary, and mechanics (spelling, punctuation, citation of references, neatness and appearance).<sup>17</sup>

### G. How to Measure Writing Skill

The writer needs help from one who is regarded to have enough capability in scoring data. It is done to avoid subjectivity of scoring. The grade of writing skill is taken from criteria of writing test.

**Table 2.1**  
**Scoring Guidance and The explanation of Criterion.**  
**Scoring writing rubric adapted from C.Tribble<sup>18</sup>**

Item analysis	Score	Criterion of scoring
Content	30-27 26-22 21-17 16-13	Excellent: knowledgeable-substantive etc Good: some knowledge of subject-adequate range Fair: limited knowledge of subject-little substance Very poor: does not show knowledge of subject-non substantive.
Organization	20-18 17-14 13-10 9-7	Excellent: fluent expression-ideas clearly stated Good: somewhat choopy-loosely organized but main ideas stand out Fair: not fluent-ideas confused or disconnected Very poor: does not communicate-no organization
Vocabulary	20-18 17-14 13-10 9-7	Excellent: sophisticated range-effective word/idiom choice and usage Good: adequate range-occasional errors of word/idiom form, choice, usage, but meaning not obscured Fair: limited range-frequent errors of word/idiom form, choice, usage Very poor: essentially translation- little knowledge of english vocabulary, idioms, word form

<sup>17</sup> H. Douglas Brown, *Op.Cit.*, p.357

<sup>18</sup> C. Tribble, *Writing*, (Oxford: Oxford University Press, 1996), p.130

Grammar/ Language Use	25-22 21-18 17-11 10-5	Excellent: effective complex construction, few errors of agreement, tense, etc Good: effective but simple constructive in grammar. Fair: major problem is simple/complex construction in grammar. Very poor: virtually no mastery of sentence construction rules.
Mechanic	5 4 3 2	Excellent: demonstrates mastery of conventions Good: occasional errors of spelling, punctuation, capitalization, etc. Fair: frequent errors of spelling, punctuation, capitalization, etc Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc.
Total of score		100

Based on the statement above, the researcher concludes that measurement of writing is needed to know whether the students have good ability or skill in writing or not. Also the researcher choose scale of writing work by Jacob *et al*, to assess the students' skill in writing which consist of content, organization, vocabulary, language, and mechanics.

## H. Approach, Method and Technique.

In general area of methodology, people talk about approaches, methods, technique, and procedures, all of which go into the practice of English teaching. According to Brown, approach theoretically well-informed positions and belief about the nature of language, the nature of language learning and the applicability of both to pedagogical setting.<sup>19</sup> Based on the statement about

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<sup>19</sup>H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (4<sup>th</sup>ed) (New York: Longman, 2001), p.16

approach is a set of correlative assumptions dealing with the nature of language learning and teaching.

Harmer states that people use the term approach to refer the theories about the nature of language and language learning which the sources of the way things are done in the classroom and which provide the reasons for doing them.<sup>20</sup> Consequently, approaches use to refer the theories about the nature of language and as language learning for the students.

A method is the partial realization of an approach. The originators of a method have arrived at decisions about types of activity, roles of teachers and learners, the kind of material which will be helpful and some models of syllabus organization. Method includes various procedures and technique as part of their standard fare.<sup>21</sup> It means that method has standard to be achieve.

Setiyadi states that a technique is implementation, meaning that a technique is something that actually takes place in language teaching and learning in the classroom.<sup>22</sup> Therefore, technique is the activity takes place in learning process. Technique must be consistent with a method and therefore in harmony with an approach as well.

Based on the statements above, in order to solve the problem in learn English foursquare writing one of graphic organizer technique in teaching

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<sup>20</sup>Jeremy Harmer, *The practice of Language Teaching* (4<sup>th</sup>ed) (London: Longman, 1999), p.62

<sup>21</sup>Jeremy Harmer, *Ibid.*, P.62

<sup>22</sup>Ag Bambang Setiyadi, *Teaching English As a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.14

learning process. Therefore, by using this technique in learning English writing students will have enjoy and comfortable and are not bored.

## **I. Concept of Four Square**

According Judith S. Gould and Evan Jay Gould, four square is kind of graphic organizers.<sup>23</sup> It means that four square writing techniques is a technique that can help students in their writing using four squares to put on their idea. After the students find out the ideas, the students can put on their idea and supporting sentences in the graphic before the students arranged to a good paragraph.

On the other word, Gould and Gould states that four-square writing technique is a simplified graphic organizer for teaching writing to children in school.<sup>24</sup> It means that four square is a simple technique that can use to teach writing effectively. The student as fast as understand to arrange the sentence without see on the generic structure the graphic automatically will help students to find out the structure of the text.

On the other hand, Houston in Gould states that teaching writing through graphic organizer as four square, can empowers students to write with confidence students need to write.<sup>25</sup> It means that the students more confidence

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<sup>23</sup>Judith S. Gould and Evan Jay Gould, *Four Square (4 ) Writing Method for Grades 7-9* (Carthage: Teaching & Learning Company,1999), P.iv.

<sup>24</sup>Judith S. Gould and Evan Jay Gould, *Ibid.* P.v.

<sup>25</sup>Judith S. Gould and Evan Jay Gould, *Ibid.* P. v.

to write by using four square technique, because four square give a new to write.

From the explanation above, the researcher conclude that four square writing technique is a technique of teaching basic writing skills that uses step by step that is built around a simplified graphic organizer as a visual framework for assisting students with formulating ideas in an organized manner prior to write texts.

#### **J. Procedure of Teaching Learning Writing using Four Square in Writing Class**

Gould and Gould, states that there are some steps of using four square writing technique, there are;

1. Brainstorming: Generating ideas
2. Organizing: Four square or other technique
3. Drafting: Rough or first draft
4. Revising: Revision of content and style
5. Editing: Editing for surface features, punctuation, spelling, capitals, etc.<sup>26</sup>

The four square writing has eight steps, each one building upon the previous one. The steps are:

1. Step1-Categorizing
2. Step 2-Examples and a Feeling Sent

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<sup>26</sup>Judith S. Gould and Evan Jay Gould, *Op. Cit.*

3. Step 3-Placing a Sentence in the Center of the Four Square
4. Step 4- Writing a Paragraph
5. Step 5-Adding More Details
6. Step 6-Writing a Wrap-Up Sentence
7. Step 7-Adding Supporting Detailsstep 8-Adding Connecting Words to Provide Transition Between Ideas<sup>27</sup>

From those theories above, the researcher construct the steps to teaching four square writing techniques are;

1. Brainstorming

Brainstorming need to build the ideas of the students. The teacher guide the student about the topic that will be learn.

2. Categorizing





The first step is categorizing. It begins with grouping concrete objects into similar categories, progressed to pictures and then to abstract, grouping like ideas and words using Four Square Graphic Organizer (FSGO).

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<sup>27</sup> Siti Fatimah W, “*Improving Students’ Writing Skill Using Four Square Writing Method*”( Thesis Submitted to Teacher Training and Education Faculty of Sebelas Maret University as Partial fulfillment of requirement for the Undergraduate Degree of Education, Sebelas Maret University, Surakarta, 2010). Pp. 26-32 `



**Table 2.2**  
**Categorizing-pictures**

		
	Fruits	
		

**Table 2.3**  
**Categorizing-words**

Apple		Orange
	My favourite fruits	
Melon		Strawberry

### 3. Examples and a Feeling Sentence

At this point the students are comfortable categorizing and ready to move on. The topic is always provided to the students. They need to complete three boxes of the FSGO with similar ideas pertaining to the topic using pictures and/or words. In the fourth square of the organizer, a feeling sentence is added. The students are told that the feeling sentence has to include the topic and an emotion word.

**Table 2.4**  
**Examples and a Feeling Sentence**

1. Apple		2. Orange
	My favourite fruits	
3. Melon	I like to eat fruits, because is delicious and have many vitamin.	

#### 4. Placing a Sentence in the Center of the Four Square

Now the students have to write a topic sentence in the center of the organizer and a sentence (no pictures) in the first three boxes to prove the topic sentence, and then a feeling sentence in the fourth box. The students often have difficulty supporting the topic sentence using reason; instead they often write opinion statement. Class activities are necessary to help students understand the difference between opinion statements and statements that prove the topic to be true.

**Table 2.5**  
**Example of placing a Sentence in the Center of the Four Square**

1. Reason:  I like fruit because it is delicious.	2. Reason:  My mother and I are always buying some fruits at the market.
My favourite food	
3. Reason:  Every Fruits have many different vitamin.	4. Reason:  Eating fruits are god for our healthy.

#### 5. Adding Supporting Details

The students are required to add another supporting detail to the first squares. During this step, the students need three reasons or examples instead of just two details and are not allowed to repeat details from one

box to another. For many students, encouragement from the teacher is necessary in order for the students to produce the extra details.

#### 6. Adding Connecting Words to Provide Transition Between Ideas

The students are taught how to choose and use appropriate connecting words between similar or contrasting ideas. To ensure the success for this critical step, the teacher needs to make a wall poster to demonstrate appropriate connecting words between each square of the organizer.

**Table 2.6**  
**Connecting word**

Box 2 (green)	Box 3 & 4 (yellow)	Box 5 (red)
One reason First First of all For example To begin with To start with	Another reason Second/secondly Third/thirdly Another example Also As well as Too	In conclusion In summary In short So you can see To summarize To conclude Last/Lastly Finally

#### 7. Writing a Paragraph

In this point the students are ready to take the sentences off the organizer and write them on a paper. They have to learn about writing paragraphs.

### **K. Advantages of using four square writing technique**

1. Can be used with all forms of writing and will fit any reading or language arts program.
2. It can be applied for the narrative, descriptive, expository and persuasive forms of writing.

3. Four square techniques can help students how to collect ideas and then helps them to use those ideas to create clear polished prose.
4. Four square writing technique applicable across grade levels (1-9<sup>th</sup>) and curriculum areas.
5. Visual and kinesthetic aid to help students focus writing, to provide detail and to enhance word choice.
6. It can be modified to meet student needs<sup>28</sup>

#### **L. Disadvantages of using four square writing technique**

1. In order to organize writing into topics and subtopics, the teachers first need to explore the ways that things are related.
2. The student weakness to find out supporting details to tell more about the main idea of the square. Accept the details that are interesting, and praise the use of strong verbs and adjectives to support the main idea.<sup>29</sup>
3. The brainstorming should be an engaging challenge to students, encouraging even reluctant writers to participate.<sup>30</sup>
4. The boxes of the reason, examples or explanations must all be different from one another and must be real, quantifiable reasons, not merely matters of opinion.<sup>31</sup>

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<sup>28</sup> Judith S. Gould and Evan Jay Gould, *Op. Cit.* P.Iv.

<sup>29</sup> Judith S. Gould and Evan Jay Gould, *Ibid*, P. 8

<sup>30</sup> Judith S. Gould and Evan Jay Gould, *Op. Cit.* P. 11

<sup>31</sup> Judith S. Gould and Evan Jay Gould, *Op. Cit.* P. 16

5. Being egocentric, children may not easily identify the distinction between fact and opinion.
6. There may not be a repetition of details from one box to another.<sup>32</sup>

#### **M. Teacher's and Students' Problem in Writing**

As we know that writing process is a complicated skill, because the writing process needs cognitive abilities in recognizing some segments of languages to produce a qualified writing. According to Harmer, there are two approaches in teaching writing. They are focusing on the product of writing process and focusing on the writing process itself. He also states that focusing on the writing process leads those who advocate a process approach in writing. However, teachers have to pay attention to the various stages of any piece of writing process.<sup>33</sup>

Harmer also state that teaching writing is more than just dealing with feature, it is about helping students to communicate real message in appropriate manner. It means that the teacher should know to make students easily to understand writing well.<sup>34</sup>

Meanwhile, in teaching writing the teacher should be creative and manage the classroom with interest technique. Brown States that teaching is

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<sup>32</sup> Judith S. Gould and Evan Jay Gould, *Op. Cit.* P. 22

<sup>33</sup> Jeremy Harmer, *How To Teach English* (Edinburgh, : Pearson Education Limited 2001), p. 25

<sup>34</sup> Jeremy Harmer, *The Practice of English Language Teaching third Edition* (New York: Longman, 1998), p. 34

showing or helping student to learn how to do something, giving instructions in the study of something, providing with language, and causing to know or understand.<sup>35</sup> It means that teacher have to make the students fell comfort and interest in study subject by using a creative technique so the students' will focus on learning process.

From the explanation above, the researcher find out the teacher's problems are caused by some factor, there are:

1. Teaching and learning process of teachers central learning.
2. The teacher only giving instruction to resume the material on the white board.
3. The teacher only speak all the time.
4. The teacher do not know how to teach writing using appropriate technique.

The student's problems are caused by some factor, such as:

- 1) The student do not explore their knowledge, because they just hearing the teacher explain.
- 2) The students just resume the material.
- 3) The student cannot find out their ideas by themselves.
- 4) The student still lack of vocabularies which make them difficult to compose any writing text.
- 5) The student have lack interest in English.

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<sup>35</sup>H. Douglas Brown, *Teaching Principle of Language and Teaching* (San Fransisco: Practice Hall Regents, 1994), p.7

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In this research, used collaborative action research. According to Harmer action research is the name which is given to series procedures teachers can engage in, either because the wish to improve aspect of their teaching or because they wish to evaluate the success of certain activities and procedures.<sup>1</sup> It means that, action research is a systematic research that done by researchers, to solve problems in order to get better improvement. In this research, the researcher aimed to overcome the problems of teaching and learning process in the class, especially in writing skill.

While Mills defines action research as:

Any systematic inquiry conducted by teachers, researchers, principals, school counselors, or other stakeholders in teaching or learning environment, to gather information about the ways that their particular schools operate, how they teach, and how well their students learn.<sup>2</sup>

Based on the statement above, researcher concluded that action research is the way to get information with the goals of gaining insight and improving students' outcomes and developing positive changes in the school from teaching learning process in the class.

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<sup>1</sup> Jeremy Harmer, *The Practice of English Language in Teaching*, (England: Longman, 2003), p.344-345

<sup>2</sup> Geoffrey E Mills, *Action Research: A Guide for the Teacher Research* (New Jersey: Prentice Hall Inc, 2006), p. 6.

Burns states that action research is used to know the increasing of learning process by applying some teaching technique. Action research is done to see whether teaching techniques are effective to use for students in learning English or not.<sup>3</sup> Furthermore, Wallen and Fraenkel state that action research is conducted by one or more individuals or groups for the problem or obtaining information in order to inform local practice.<sup>4</sup> Its mean that, action reseach is used to know how far the technique in teaching and learning process in class effects to the students.

Furthermore, Wallace states action research is basically a way of reflecting on a teacher's teaching (or teacher-training, or management of an English department, or whatever it is the teacher does in ELT).<sup>5</sup> It means that action research is systematically of collecting data on teacher's practice everyday and analyzing about what the teacher's future practice should be.

Meanwhile, Anne Burns suggests the characteristics of action research:

1. Action research is contextual, small scale and localized. It identifies and investigates problems within a specific situation.
2. It is evaluative and reflective as it aims to bring about change and improvement in practice.

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<sup>3</sup>Burns, Acne. *Doing Action Research in English Language Teaching: A Guide for Practitioners*. (New York: Routledge,2010),p.2

<sup>4</sup>Fraenkel. Jack R. and Wallen. Norman. *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill,2009).p.589

<sup>5</sup> Michael J Wallace, *Action Research for Language Teachers*, (Cambridge: Cambridge University Press 1999). p.4



3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researcher.
4. Changes in practice are based on the collection of information or data which provides the impetus for changes.<sup>6</sup>

Definitions above, it can be concluded that action research is a systematic research do by teachers, researchers, principals, school counselors, administrator or other educational professionals to solve problems in order to get better improvement.

Definition above refers to the general meaning of action research and the second reflects the meaning of *classroom* action research since it can be understood that the term *practitioners* used refers to teachers who practice and act in classroom. The last, perfectly indicates the action and the practice done by teachers in their own classrooms or issues on how teachers respond to learners' errors, how interaction occurs in classrooms, the feeling of teachers and learners during or after the lessons, and so on.

Penny states that classroom action research is carried out by teachers on phenomena in their own classrooms. It is meant primarily to improve the teacher-researcher's own teaching process and is done based on a cycle of investigation, action and re-investigation by two or more collaborating teachers.<sup>7</sup> In accordance with that Allwright and Bailey, mention that it is a research centers on the

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<sup>6</sup> Anne Burns, *Op. Cit.* p.30

<sup>7</sup> Ur, Penny. 1996. *A Course in Language Teaching*. Cambridge: Cambridge University Press

classroom, and simply tries to investigate what actually happens inside the classroom. It treats classroom interaction as virtually the only object worthy of investigation.<sup>8</sup> The goal of classroom action research is to improve teacher's own teaching in his own classroom, department, or school.

Based on the definition above, researcher concludes that classroom action research is a method of finding out what works best in own classroom so that teacher can improve student learning. There are many ways to improve knowledge about teaching. Many teachers practice personal reflection on teaching, others conduct formal empirical studies on teaching and learning. Classroom Action Research is more systematic than personal reflection but it is more informal and personal than formal educational research.

The purposes of action research in school and classroom fall broadly into five categories Louis;<sup>9</sup>

1. First, it is a mean of remedying problems diagnosed in specific situations, or improving in some way a given set of circumstances.
2. Second, it is a mean of in-service training, thereby equipping the teacher with new skills and methods, sharpening his analytical powers and heightening his self-awareness.

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<sup>8</sup> Allwright, Dick. Bailey, Kathleen M. 1991. *Focus On The Language Classroom An Introduction To Classroom Research For Language Teachers*. Cambridge: Cambridge University Press

<sup>9</sup> Cohen, Louis. 1993. *Research Methods In Education*. London: Routledge

3. Third, it is a mean of injecting additional or innovatory approaches to teaching and learning into an on-going system which normally inhibits innovation and change.
4. Fourth, it is a mean of improving the normally poor communication between the practicing teacher and academic researcher.
5. Fifth, it is a mean of providing a preferable alternative to more subjective approach to problem solving in the classroom.

However, that view action research is counter to its original goals, which to bring about change in social situations as the result of group problem-solving and collaborative. Kemmis and Mc Taggart in Ann Burn suggest that, Collaborative action research process strengthen the opportunities for the result of research on practice to be feedback into educational system in a more substantial and critical way.<sup>10</sup> They have advantage of encourage teachers to share common problems and to work cooperatively as a research community to examine their existing assumptions, values and beliefs within the socio-political cultures of the institutions in which they work. Policies and practices within the organisation are more likely to be opened up to change when such changes are brought about through group processes and collective pressures. Collaborative action research is potentially more empowering than classroom action research

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<sup>10</sup> Ann Burns, *Collaborative Action Research for English Language Teacher* (New York: Cambridge University press, 1999), pp. 12-14

conducted individually as it offers a strong framework for whole-school change.

Ann burn draw collaborative action research studies which have been undertaken by teachers working within groups rather than by individuals.<sup>11</sup> These case studies and examples were used to provide practical guidance to other practitioners interested knowing more about collaborative action research processes of action research. They also aim to strengthen the position of practising teachers' own voices in the second language literature on action research, voices which provide realistic accounts for other teachers of provide other teacher groups with suggestions about what is feasible and valuable within the constraints of others classroom pressures.

The advantages of collaborative action research:

1. First, the teachers highlighted the capacity of action research to enable them to engage them to engage more closely with their classroom practice as well as to explore the realities they faced in the process of curriculum change.
2. Second, collaboration with other teachers was seen as a significant benefit personally and as a key factor in generating solutions to changes in institutional demands.
3. Third, related to the sense of personal and professional growth teachers had experienced.

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<sup>11</sup> Ann Burns, *Ibid*, pp.14-15

4. Fourth, increased self-awareness and personal insight were also valued.<sup>12</sup>

Collaborative action research has the capacity to initiate and enhance teachers' research skills as a natural extension of teaching practice. Collaborative action research builds professional learning community with other teachers. In profession generally characterised by practitioner isolation, the researcher process empowers teachers by reaffirming their professional judgment and enabling them to take steps to make reflection on practice a regular part of everyday teaching.

In this case, the classroom action research procedure used in this research was Kemmis' design. It is consist of two cycle in which each cycle contained four action components: planning, acting, observing and reflecting.<sup>13</sup> After finishing the first cycle, it would probably be found some new problems or the previous unfinished problems yet. Therefore, it was necessary to continue to the second cycle which is the same concept as the first cycle. According the explanation above the researcher concluded that a systematic learning process which solve teaching and learning problems in the class.

## **B. Models of the Research**

The model of action research used in this research was the model developed by Kemmis and Taggart in Burns According to them, action research

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<sup>12</sup> Ann Burn, *Ibid*, pp. 14-15

<sup>13</sup>David Kember, *Action Learning and Action research*, (London: Kogan Page Ltd, 2000),p.24-25

is composed of cycles consisting of four steps namely: planning, action, observation and reflections.<sup>14</sup> It means that, action research is a research that is conducted in some steps to teach writing skill.

The research conducted based on Kemmis and McTaggart model as cited in Burns steps of the research were planning, action, observing and reflecting. It can be seen in the following picture:

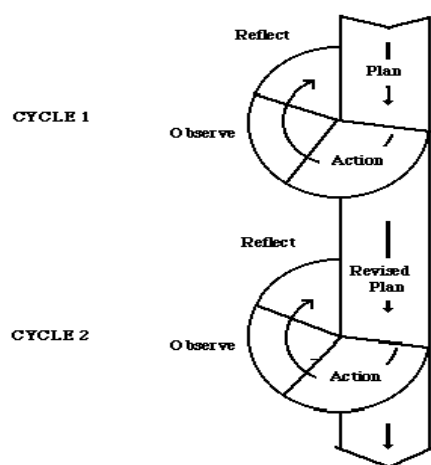


Figure A Cyclical AR model based on Kemmis and McTaggart<sup>15</sup>

### C. Procedures of Research

In this action research, each procedure took some steps that form one cycle. The procedures of action research in this research as follows:

#### 1. Identifying the problem

The problems were identified first before planning the action. In this step, the researcher identified the problems occurring in the class. The problems

<sup>14</sup> Anne Burns, *Doing Action Research in Language Teaching: A Guide to Practitioners* (London & New York: Routledge, 2010), pp. 7-9.

<sup>15</sup> Anne Burns, *Ibid*, p. 9

refer to the factors causing the students difficult to improve their writing skill. To identify the problem, the researcher observed the teaching learning process and interviews.

## 2. Implementing the action research

This research was conducted in three cycles. Each cycle used four square writing method as teaching technique in writing activity. According to Kemmis and Mc Taggart, action research occurs through a dynamic and complementary process, which consists of four essential ‘moments’: planning, action, observation and reflection. These moments are the fundamental steps in a spiraling process through which participants in an action research group undertake to:

### a) Planning

In planning phase, the researcher and the teacher share the information. The researcher was identifying and diagnoses students’ writing problem occurred in the classroom proven by interviewing the teacher. It covered determine the technique, designing lesson plans, and setting the criteria of success.

In determining the technique, it refer the students’ problem. In this case, the main problem of the students was they were difficult to generate their idea, or find out their idea when they get started to write. Therefore, the researcher thought that by giving them a technique such

as four square writing technique, can overcome this problem in writing.

In design the lesson plans, the researcher discussed to make lesson plan by applying the determine technique. Designing lesson plan aimed to provide the teacher with the guideline of teaching and learning activities. The researcher made the lesson plan based on the recent use syllabus.

b) Action

In this phase, the researcher carried out the plan action. In this phase the lesson plan that was discuss, would be implemented by the researcher. In implementing the action, the researcher acts as the English teacher who taught writing descriptive text through four square and observes the students' writing activities. Meanwhile, the researcher acts as the collaborator who monitoring and observing that happen in the teaching and learning process. This phase was hope could solve the students' problem.

c) Observation

In the phase, the researcher observed class action research process of learning descriptive text writing skill by using four square writing. The important aspect in observation were sources of data, the instrument would be used in collecting the data and the technique for data collection. When observing, the observer made the note in the



classroom. Then, the collaborator observed the situation, students' response, and researcher's performance during the implementing the action.

d) Reflection

The researcher and the English teacher who play a role as observer and collaborator analyse and evaluate learning process in cycle one. Reflecting phase was the last phase in cycle. The aims of this phase were to reflect the data from the implementation of the action and to know whether the action was successful or not by appropriating the result of first cycle was stratify pointed by reaching the criteria of success so there would not be the next cycle. Meanwhile, if the result of the action does not reach the criteria of success, so the next cycle needs to be done. It should moved to the next cycle regarding re-planning, re-acting, and re-observing.

#### **D. Setting of Research**

The data in this research study was gathering from eighth grade students of MTs Muhammadiyah 02 Pubian Lampung Tengah, which consists of 31 students from class VIII D. This setting and students were choosen because the researcher has done an observation in this school that most of the writing problems occur in this class. This research was focus on students' activities in teaching learning in the classroom. The teacher were taught writing technique

through foursquare writing technique suitable for students at junior high school. The students of this class still have low ability in writing. This factor facilitated the researcher to get close to the students.

#### **E. Subjects of Research**

MTs Muhammadiyah 02 Pubian, academic year of 2018/2019, located at Jl. Pramuka was purposively chosen as a research setting, especially for VIII D class. The numbers of students were 36 students. This class was chosen based on interview with the English Teacher. Based on the interviewed, the teacher said that class VIII D has problems in their writing skill that was explain in background of research.

#### **F. Technique of data Collection**

There were several ways to collect the data, Anne Burn stated that observational and non-observational are techniques that used to collect the data in action research.<sup>16</sup> Observational techniques used in research were research diaries or journals, notes or field notes and photographs. While non-observational techniques used in this research were in the form of writing tests, interviews, and open-ended questionnaires.

In the other hand, Koshy stated that to collect the data use: questionnaires; interviews; documentary; field diaries and notes; systematic observation. It

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<sup>16</sup> Ann Burns, *Collaborative Action Research for English Language Teacher* (Cambridge: University press, 1999), p. 79.

means that there are many ways to collect the data.<sup>17</sup> The researcher have to choose the most suitable method for the task in hand. Based on those statements, the researcher used observation, interview and test to gather the data.

## **G. Indicator of Success**

To find out the success of this research, the researcher determined the indicators, which deal with the learning product and the learning process.

### **1. Learning Product**

The target of the learning product was based on the improvement of students' writing skill. It means that after applying the four square in teaching learning process, it is hoped that the students writing is better than the previous. So, if students' writing is better than previous after being implemented by the technique, it means that four square writing technique is able to improve students' writing skills. But if the students' score are low, it would be found out why and it was used as a reflection to revise the technique for the next cycle. There were some aspects that were observed in scoring system; content, organization, mechanic, grammar, vocabulary. It was used to identify which aspect that should be improved the next cycle. According to the ministry of education standard, the indication of

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<sup>17</sup> Valsa Koshy, *Action Research for Improving Practice* (London: Paul Chapman Publishing, 2005), p.87

successful teaching learning process is that if at least 80% of students' score are 70 or more.

## 2. Learning Process

In the learning process, there were two aspects which became the focus of this research; the students' activities and the teacher performance. The observation of teaching process was based on the lesson plan made by the researcher and it was based on the model that was being developed and the real process in the classroom. It covered pre-activity, while activity, and post activity. Students' activity was measured through written report of the researcher observation sheet, while the teachers' performance was measured through structured observation sheet. The result of observation sheet became as a consideration whether the model was revised or not. If the students' activity involved in the learning process were not improve and the teaching performance was not good, the researcher found out the problems and tried to find the solution by revising the model so the learning process could be effective.

The researcher did not specify the target into certain number of percentages but only by looking at into the improvement of students who were actively improved in teaching and learning activities when foursquare writing technique was being implemented. From the result of observation sheet later, it was reflected to fix the model for the next cycle. If there is improvement of the students' participation and the teacher teaching

performance after the model is being fixed, it means that four square writing technique can make the students active in teaching and learning activities and make the teacher's teaching performance improved. To identify problem was one aspect and to prepare solution in the following cycle. In this research, for writing the standard goal is 70. Therefore, the researcher determined that if 80% of students got score  $\geq 70$ , it assumed that using four square technique in teaching learning improve students' writing skill.

## **H. Research Instrument**

Arikunto states that research instrument is a device used by the researcher during the data collection.<sup>18</sup> Research instrument is for gathering the data. Research instruments used by the researcher is as a vehicle to stimulate, elicit, and encourage the students to give their opinions, responses and answers to obtain valid and reliable required data for the investigation. In this study, the researcher use three instruments in collecting data. The instruments were:

### **1. Observation**

Observation is the process of gathering open-ended, first-hand information by observing people and places at a research site.<sup>19</sup> Observation used to make sure that the teacher did the process of teaching and learning as what

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<sup>18</sup>Suharsimi Arikunto, *Op.Cit.* p.149.

<sup>19</sup> John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), p.212

it had already planned before. The observation used to decide whether there were any improvements or not and whether the improvements were significant or not. Like McNiff and Follows, devising your own observation schedule may suit your purpose better than an off-the-peg version. If you decide to design your own there are certain principles to be taken into account.<sup>20</sup>

**Table 3.1**

Aspect	Indicators
What is the purpose of the observation?	To know what the teacher implementing all the process of four square writing technique in teaching writing skill in the classroom.
What do you want to find out?	Observe and look for nothing in particular, which may lead the observer to notice unusual happenings
Which crucial bits of the action are you observing?	Observe and record everything, which gives the observer a broad look at the environment
Is it all equally important?	Look for paradoxes so that observers might notice a student who is generally very quiet in the classroom suddenly becomes talk active
How will the data be used?	To identify the key problem facing

## **2. Interview**

Interview was done twice, before and after research. Interview is the verbal conversation between two people with the objective of collecting relevant information for the purpose of research. Choosing between open and closed

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<sup>20</sup> Jean McNiff, Pamela Lomax, Jack Whitehead, *You and Your Action Research Project*. (London and New York: Hyde Publications, 2002), p.94

interviews would depend on their purpose. If the interview was for the purpose of evaluation, it is likely it would be more structured than if it was for the purpose of establishing what sort of situation existed in a context with which the researcher was unfamiliar. Guidelines for conducting interviews according McNiff.<sup>21</sup>

**Table 3.2**  
**Prepare for your interview**

Aspect	Indicators
Thought about the general aims/purpose of the Interview?	Tell your interviewees what the interview is about, or tell them that you are unable to do so.
Decided on the main topics and sub-topics to be covered?	Be prepared to maintain complete confidentiality if this is requested and Do not mislead or deceive people in order to get them to impart information.
Developed questions for each topic?	You need to give verbal cues to encourage your interviewee to talk freely.
Tried out the interviews with a colleague?	You need to show that you empathize with your respondents' positions so that they expand what they are saying.
Adjusted your questions as necessary?	You need to be able to accept silences because they are important spaces in which speakers gather their thoughts or harness their courage.

### 3. Test

In this research, researcher was used writing test. Written test is a test where questions and answers are given to students in written form. This test consists of a number of written questions to express the state or level of development of certain psychological aspects as mentioned above must

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<sup>21</sup> Jean McNiff, Pamela Lomax, Jack Whitehead. *Ibid.* p.101

also be answered in writing. The written test is the same as the questionnaire, but its function is different as a tool for collecting data or information in research. The difference is the same as the difference between an oral test and an interview test, a written test measures the ability of a concept or performance. A written test in the form of a description is a research tool that requires students to remember, understand, and organize their ideas or things that have been learned, by expressing or expressing ideas or in written descriptions using their own words.<sup>22</sup>

## **I. Technique of Data Analyzing**

After collecting the data, the next step of this research was analyzing the data. The data were analyzed by qualitative and quantitative data analysis.

### **1. Qualitative Data**

Qualitative research focused on understanding social phenomena and providing rich verbal descriptions of settings, situations, and participants. The qualitative approach includes a number of different methods, such as ethnography, case study, naturalistic observation, focused interviews, and historical studies.<sup>23</sup> The analysis qualitative data is used to measure data from observation, and interview. Analysing the data related to the students'

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<sup>22</sup> Kunandar. *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*. Jakarta: Rajawali Pers. 2011. pp 187-188

<sup>23</sup> Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, *Introduction to Research in Education Eighth Edition*, (Canada: Nelson Education, Ltd), p. 39



writing skill. In this research the researcher gathering some documents that were analysed to get the data, the data collection including of some stages:

a. Observation

In this stage, a researcher has to observe all events or activities during research. The researcher observed the situation in the class during lesson, response and attitude of students when they were given explanation, doing task, and knowing their difficulties. This observation was very important for making analysis on everything that happened in classroom during implementing the free writing activity.

b. Interview

The researcher chose an interview in informal setting and it were conducted before the pre-test, before and after implemented the cycle I, then, before and after implemented the cycle II. The interview was unstructured and it would allowed the direction of the interview to be determined by the students. This kind of interview was actually the most demand. The data from interview were in the form of interview transcripts. The interview were needed in order to know the teacher's and the student's opinion toward the problem in the writing and implementation of technique, the students' responses and feeling after the implementation. . The researcher did an interview to a student in the end of lesson or made a chat with the student another day.

## 2. Quantitative Data

Quantitative research deals with questions of relationship, cause and effect, or current status that researchers can answer by gathering and statistically analyzing numeric data. It can be further classified as experimental and nonexperimental.<sup>24</sup> Quantitative data was used to measure data from the test. Tests were given to the students four times. There were two cycles and four meetings. There was a test every meeting. The writing tests were formed of free writing tests. So, the students gave worksheets, and then they were asked to write on it. The writing topics were decided by the researcher. In analyzing quantitative data, the researcher used statistical descriptive techniques. It was done by describing the test results. The results of the test were analyzed to show the achievement data. This analysis to find out means can be used to prove whether or not teaching writing using four square writing technique can improve the writing skill. In analyzing the data related to the students' writing skill, the researcher used analytical scoring rubric adapted from C. Tribble.

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<sup>24</sup> Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, *Ibid*, p. 39

**Table 3.3**  
**Scoring Guidance and The explanation of Criterion.**  
**Scoring writing rubric adapted from C.Tribble.<sup>25</sup>**

Item analysis	Score	Criterion of scoring
Content	30-27 26-22 21-17 16-13	Excellent: knowledgeable-substantive etc Good: some knowledge of subject-adequate range Fair: limited knowledge of subject-little substance Very poor: does not show knowledge of subject-non substantive.
Organization	20-18 17-14 13-10 9-7	Excellent: fluent expression-ideas clearly stated Good: somewhat choopy-loosely organized but main ideas stand out Fair: not fluent-ideas confused or disconnected Very poor: does not communicate-no organization
Vocabulary	20-18 17-14 13-10 9-7	Excellent: sophisticated range-effective word/idiom choice and usage Good: adequate range-occasional errors of word/idiom form, choice, usage, but meaning not obscured Fair: limited range-frequent errors of word/idiom form, choice, usage Very poor: essentially translation- little knowledge of english vocabulary, idioms, word form
Grammar/ Language Use	25-22 21-18 17-11 10-5	Excellent: effective complex construction, few errors of agreement, tense, etc Good: effective but simple constructive in grammar. Fair:.major problem is simple/complex construction in grammar. Very poor: virtually no mastery of sentence construction rules.
Mechanic	5 4 3 2	Excellent: demonstrates mastery of conventions Good: occasional errors of spelling, punctuation, capitalization, etc. Fair: frequent errors of spelling, punctuation, capitalization, etc Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization,paragraphing, etc.
Total of score		100

In analyzing numerical data, the writer found out the average of students' writing score per action within one cycle. It uses the formulaIt uses the formula:<sup>26</sup>

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<sup>25</sup> C. Tribble, *Writing*, (Oxford: Oxford University Press, 1996), p.130

$$\overline{X} = \frac{\sum X}{N}$$

Where:

$\overline{X}$  = The average of student achievement

$\sum X$  = Number of students achievement

N = Number of students.<sup>27</sup>

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<sup>26</sup> Anas sudjono, *Pengantar Statistika Pendidikan* (Jakarta: Pt Raja Grafindo Persada, 2008), p.81.

<sup>27</sup> Donald Ary, *Op.Cit.*, p.108-109

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This classroom action research conducted in two cycles. The research was conducted with the collaboration of English teacher of MTs Muhammadiyah 02 Pubian Lampung Tengah. In this research, the researcher became an observer who observed the implemented of action research in teaching learning process in the classroom and the English teacher was the collaborator and facilitator who implemented four square writing technique in teaching learning process from the beginning until the end of the research.

#### **A. General Description Place of Research**

1. Brief History Madrasah Tsanawiyah Muhammadiyah 02 Pubian Lampung Tengah on Jl. Pramuka Desa. Segalamider Kec. Pubian Lampung Tengah Lampung. The activities of teaching learning process are done in the morning. The classes begin at the 07.15 A.M in the morning and finish at 13.30 A.M. The total number of teachers who teaches in there are 74 teacher, and the total number of the students are 993 students.

The Identity of MTs Muhammadiyah 02 Pubiam Lampung Tengah Lampung:

Name : Madrasah Tsanawiyah Muhammadiyah 02 Pubian  
Lampung Tengah

Address : Jl. Pramuka Desa. Segalamider kec. Pubian Lampung

Tengah Lampung

Post-code : 34176

The Building : 2000

2. Condition of Teacher and Facilities at MTs 02 Pubian Lampung Tengah  
Lampung. MTs 02 Pubian Lampung Tengah has owned things as show the  
table below:

**Table 4.1**  
**Data of Teacher at Madrasah Tsanawiyah Muhammadiyah 02 Pubian**  
**Lampung Tengah**

Name of the Teacher	Expertise
Budi Alhamid, S.Pd.I	Headmaster
Topik S.Pd	Vice Headmaster
Alfiyah istiqomah S.Pd	Teacher
Nurjannah, S.Ag	Teacher
Iswanto, S.Pd.I	Teacher
Widodo S.Pd.	Teacher
Badrun, S.Pd.I	Teacher
M. Samsul, S.Pd	Teacher
Desi Rahmawati, S.Pd	Teacher
Siti Alfiyah, S.Kom	Teacher
Soyan Sidiq, S.Pd	Teacher
Muhammad Ansori, S.Pd	Teacher
Samin, S.Pd	Teacher
Asih Purwati, S.Pd	Teacher

Anita Sari,S.Pd	Teacher
Desi Yunitasari, S.Pd	Teacher
Munawarah,S.Ag	Teacher
Sukarmidi, S.Pd	Teacher

**Table 4.2**  
**Data of facilities at Madrasah Tsanawiyah Muhammadiyah 02 Pubian**  
**Lampung Tengah**

No	Kinds of Room	Total Number
1	Headmaster Room	1 ( one ) unit
2	Teacher Room	2 ( two ) unit
3	Teaching Learning Room	19 (nineteen) unit
4	Staff Administration	1 ( one ) unit
5	Library Room	1 ( one ) unit
6	Mosque	1 (one) unit
7	Toilet	4 (four) unit
Total		29 (twenty nine) unit

**Table 4.3**  
**The Schedule of the Research**

Activities	Date	Purpose
Observation	February, 21 <sup>th</sup> 2018	Identifying the problems during teaching learning process.
Pre-test	February, 22 <sup>th</sup> 2018	Identifying students' writing skill
Cycle 1: 1 <sup>st</sup> meeting Post-Test 1	February, 27 <sup>th</sup> 2018 February, 28 <sup>th</sup> 2018	Implementing the action plan Measuring the students' writing skill after the action
2 <sup>nd</sup> meeting Pot-Test 2	March, 6 <sup>th</sup> 2018 March, 7 <sup>th</sup> 2018	Implementing the action plan Measuring the students' writing skill after the action
Cycle 2: 3 <sup>rd</sup> meeting Pot-Test 3	March, 13 <sup>th</sup> 2018 March, 14 <sup>th</sup> 2018	Implementing the action plan Measuring the students' writing skill after the action.
4 <sup>th</sup> meeting Pot-Test 4	March, 20 <sup>th</sup> 2018 March, 21 <sup>th</sup> 2018	Implementing the action plan Measuring the students' writing skill after the action.
Interview students after the action	March, 22 <sup>th</sup> 2018	Knowing the students' opinion about the action.
Interview the teacher after the action	March, 22 <sup>th</sup> 2018	Knowing the teachers' opinion about the action.

**Table 4.4**  
**Table of Data Analysis**

<b>Data</b>	<b>Analyzed</b>
1. Observation	1. The observation is done during the action. The researchers write everything related to the research question or research findings into the diaries.
2. Interview	2. The researcher interviews another English teacher to get more information about teaching and learning English. The researcher writes everything related to the research. Then, the researcher signs the arguments that support the data.
3. Documents evidence (photographs, student s' answer sheet, lesson plans, etc.)	3. Those documents support the accurate research findings.

## **B. Implementing the Action Research**

### **1. Cycle 1**

Cycle 1 was done on, February 27<sup>th</sup> 2018 at 07.15 am – 09.15 am., this cycle comprised planning, action, observation, and reflection. In this stage researcher did some follows activities:

#### **a. Planning**

- 1) Preparing material, making lesson plan, and designing the steps in doing the action.
- 2) Preparing to teach the students how to comprehend the Descriptive text in an effective way by introducing Foursquare writing technique.



- 3) Preparing sheets of classroom observation (to know the stituation of teaching learning process when the technique is applied).
- 4) Preparing a test.

Planning is the first stage in the class action research. Planning was made based on the diagnosed problem faced by students toward writing skill of Descriptive text. When the researcher and the collaborator planned the procedure in the class action research, the researcher prepared the teaching material in the classroom, and also developed teaching procedure through the activity of student in the classroom. The researcher and the teacher prepared lesson plane for two meetings in cycle 1. The researcher and teacher chose materials which are suitable for the students.

#### **b. Acting**

The action of the cycle 1 was done on, February 27<sup>th</sup> 2018 at 07.15 am – 09.15 am. In this cycle the researcher implemented the teaching technique using foursquare. There were four meetings in this cycle. The meeting was held in 2x40 minutes and followed by 31 students. The action focused on implementing foursquare writing technique to improve students' writing technique. The teacher and researcher prepared a lesson plan for two meetings at once.

### 1) The first meeting

In first activity, teacher focused on introducing the foursquare writing technique to the students. The researcher and the teacher entered class of VIII D. The teacher greeted and prayed together, and then check the student attendance list. The teacher started the teaching with some guided question about materials that will be learn. The teacher asked orally to the students about text, kind of texts, mention the text, characteristic. Some students participated actively in this brain storming section.

The teacher write down the topic of “*My favourite thing*” then draw the four square graphic organizer. The teacher explained the four square graphic organizer. The teacher asked the students to mention their favourite things. After that the teacher explained and guide the students began to grouping their favourite things and categorizing their idea into four square graphic organizer. The students gave some question for the students to mention the generic structure of descriptive text. Some students actively answered the teacher’s question, but most of them passively.

After that, the teacher draw four square graphic organizer and give the topic. Then, teacher asked the students to give their idea or information, based on the topic picture. The teacher distributed the paper of four square graphic organize (FSGO) to all of the students in

the class, after that asked students to wrote their idea and information that they have got from the picture. Next, the teacher guided the students could get the idea and information for support the topic. Some students did not comprehend the whole part of the foursquare graphic organizer. The teacher gave explanation of foursquare graphic organizer and guide the students how to complete the foursquare. But some student still confused it was caused by noise out of the class so they could not listen clearly. Then the students also confused to get the supporting details to prove the topic to be true.

After that, the teacher guide the students to use connecting word which appropriate to connecting between each foursquare of the organizer. And the last, the teacher guided the students to found their idea then arranged the idea used foursquare and write down on the foursquare graphic organize paper. The researcher went around the class to monitoring and guide the students them to solve the difficulties they faced. In the end the class, the researcher asked the students to submit their work sheet. The researcher announced that in the next meeting there would be test on February, 28<sup>th</sup> 2018 and closed the meeting.

## **2) Second meeting**

The action of the cycle 1 was done on March, 6<sup>th</sup> 2018at 07.15 am – 09.15 am. The researcher come for second meeting in the same class.

In this meeting, the lesson begins with reviewing the last meeting. The researcher also explained generic structure and how to describe something. The teacher also explained about present tense because in the last lesson most of the students still made some mistakes in writing sentences with present tense. The teacher pointed, some students who made wrong sentences. There were some students who made wrong sentences. The researcher gave some examples of present tense in white board. The students paid attention to the teacher when she was explained the grammar. The teacher draw four square graphic organize in the white board, then give example about the same materials in last meeting, and explained how to found and organize their idea used four square. The teacher brought picture of bag. After that the teacher gave an examples to get the idea to describe the favourite bag. After paid attention to the examples, the students still interest and some of them seemed that they had already understood about example how to described something based on the picture pictures. The students learned to explore ideas using four square graphic organizers. The students were asked to placing a sentences in the foursquare about their ideas to describe one of their favorite thing. Then, the teacher spread the paper of four square graphic organize (FSGO) to all of the students in the class.

After that, the teacher asked students to write their favourite thing. Then, the students begin to write the feeling sentence to support their topic. Next, the teacher guided the students could get the idea and information for support the topic. The researcher asked the students to add more details for describe the topic individually. Some of them start to write on the paper of foursquare and describe the topic. As usual, the researcher went around the class to guide the students in making their task.

Most of the students asked her about the vocabularies and sometimes about the way of used foursquare. The students confused to connecting the between each square to arrange into a good paragraph. Since the time was up, the researcher asked the students to submit their work sheet. The researcher announced that in the next meeting there would be test on March, 7<sup>th</sup> 2018, and said goodbye.

### **c. Observation**

After the teacher and researcher discussed about all what happened in the teaching learning process. The teaching learning process as follows:

#### **1) First meeting**

In teaching process, before distributing the paper of graphic organizer to the students, the teacher introduced foursquare writing

technique to the students. This technique was still new for the students. The teacher draw on the white board and told the students how they dealt with the technique and explained each step in foursquare technique. When teacher finished explaining the steps, teacher gave a text entitled “*my favorite thing*” to the student. Then, the teacher distributed the paper of graphic organizer to the students.

After distributing the foursquare graphic organizer, the teacher asked the student to found their idea and write on the paper of graphic organizer. Some students paid attention, but some of them chat with others.

The students of VIII D participated actively in the class. Some students paid attention, but some of them chat with others. But when the teacher spread them foursquare graphic organize showed the pictures, almost students paid attention to the teacher. The students looked happy to fill the foursquare graphic organizer. They seemed enthusiastic to found their own ideas. Some students were noisy but active. It showed that the students had an interest to the materials. But, when the researcher divided them into groups, the students were very noisy. It took much time to get them in groups. The students’ difficulties in vocabulary still could be solved by the teacher or researcher. They still had difficulties in constructing sentences in present tense form. It was proved by their assignments which had

several errors of present tense form. They also still lack of vocabularies. Meanwhile, the students looked attracted with the topics of the text. When the students were asked to add their own details, they complained because they felt that it was difficult. In the end of the lesson, the students had finished their writings and had to submit them to the researcher.

## **2) Seconds meeting**

The students were actively involved in teaching learning. Their responses were good. In this meeting, the students were more actives. They still paid attention to the foursquare graphic organize though it was already used in the previous meeting. All of them seriously fulfil foursquare graphic organizer.

The students were excited with the example of describing things given by the teacher. The students also looked attracted with the topics of the descriptive text that they were learned and make used foursquare writing technique. When the students were asked to describe their favorite thing by their own ideas, they complained because they felt that it was difficult. They were active when they were start to write their supporting details and placement of the sentence on the foursquare to prove and support the topic. They also confused to give another supporting details without repeat the details from one box to another. The students write yet to produce extra detail. In the end, the

students also confused to connecting between each square to arrange sentences to be good descriptive text.

#### **d. Reflection**

Implementation of foursquare technique in first cycle was done. After implementing foursquare the technique, the researcher did reflection. They found the students' progress in writing skill. Observation result showed that there were some improvements achieved by the students after doing the action. Previously, the teacher and researcher, prented the condition of teaching and learning process of writing in the first cycle. In first cycle, there was a problem found by researcher. Students got less difficulty in exploring ideas. They were not confused anymore when they were asked to find the details for describe something. They need to be guided by the researcher in the feeling sentence stage to completed the bxs of forsquare. In organizing the text, they were good enough. By implementing foursquare writing technique, the students were better in organizing the descriptive text. They were able to separate and differentiate the generic structure of descriptive text. Besides, the students were not ashamed to ask to the researcher about the difficulty they faced. The



students still made mistakes in constructing new sentences using present tense.

Meanwhile, there some problem that have to solve in this research, the researcher and the teacher found there were some students who had not finished yet their assignment, it was caused time was not enough. There were some students who still got difficulty to make descriptive text using four square. The students confused to were not repeat supporting details. The students were not produce extra details caused they lack of vocabulary. The students also confused to connecting between each square. The researcher and teacher think they need time to arrange the sentence to be a good paragraph.

## **C. Implementing the Action Research**

### **1. Cycle 2**

Cycle 2 was was done on, March 13<sup>th</sup> 2018 at 07.15 am – 09.15 am. The second cycle was arranged based on the weaknesses found in first cycle. At this cycle, the researcher did the same step as first cycle. The cycle comprised planning, action, observation and reflection. This cycle, the researcher tried to modified based on the weaknesses found in first cycle. The cycle described as follows:

**a. Planning**

For this cycle, the researcher prepared some steps for gaining the successful teaching learning they were:

- 1) The researcher made lesson plan and selected material which the topic about describing place.
- 2) Four square writing technique technique to improve students writing skill
- 3) Preparing materials of descriptive text
- 4) Preparing observation sheet and test instrument that is wrting test

**b. Acting**

For action, the researcher did the same activity as first cycle but had a with more in while-activity. The teaching learning was followed by 31 students and took times 2x40 minutes. The action focused on implement foursquare writing technique to improve students' writing technique. The teacher and researcher prepared a lesson plan for two meetings at once.

**1) Third Meeting**

The researcher and the teacher entered class of VIII D. The action of the second cycle was done on March, 6<sup>th</sup> 2018 at 07.15 am – 09.15 am. At the beginning of lesson, the researcher did the same step as first cycle that was greeted student and checked their attendance list.

The researcher reviewed the last lesson by asking the last topic. In addition, the researcher introduced the new topic about “*Place*”.

After that, the teacher distributed the paper of four square to all students. The teacher write down the topic of “*place*” then draw the four square graphic organizer. The teacher explained the four square graphic organizer. The teacher asked the students to mention one place to describe. The teacher asked the students to start implementing the foursquare technique step by step. The first, students begins to categorizing the supporting details of the place. After that, the students already to complete of each square using supporting detail that they have found before. In the fourth square of the organizer, a feeling sentence was added. The students was gathering the ideas to support the tree box before to arrange on fourth box. The students often difficult to found the vocabulary to describe their idea. The class so noisy when they began to write. After the students began to write, they were not allowed to repeat details from one box to another box, so they have to found more idea to produce more supporting details. Almost of them, tried to write without repeat the sentences. Based on the weaknesses found in first cycle, the teacher prepare connecting word box for students. Then, the teacher guide the students to use appropriate connecting word to connect between each square of the organizer.

Sometimes, almost of the students gave some question for their task. The researcher stood in front of the class and monitors the students and ordered to seat tidily. In the end, the student arrange the sentence on the box to be a good descriptive text. The teacher also went around the class to monitoring and guide the students to solve the difficulties they faced. In the end the class, the researcher asked the students to submit their work and closed the meeting.

## **2) Fourth Meeting**

In the second cycle, the researcher used the same technique in teaching writing using foursquare writing technique, but with different topic. This cycle was conducted in two meetings. The action of the second cycle was done on March, 7<sup>th</sup> 2018 at 07.15 am – 09.15 am. The researcher came to class of VIII D with the English teacher. As usual, the researcher opened her teaching learning process by greeting the students and checking students' attendance list. At the first time, the researcher did some flashback about the descriptive materials which have been discussed in the previous meeting. The researcher made a review about descriptive text by guiding the students to answer her questions. After that, the researcher focused on topic that have been prepared by teacher and researcher. The topic was about "*people*". The students looked active to hold on their own topic. The teacher distributed the paper to all the students in the class. But, in this

meeting, the students draw the four square by them self. The students draw four square on the paper before they write to describe the topic. The teacher also provide pictures of people. The teacher brought some photograph of people, favorite fruit, and bed room. The students choose the topic that they want to describe. After that, the student began to write and described. The students looked so happy and enjoyed doing that. The students seemed confident when they were asked to write individually. They did the exercise without being asked by the researcher many times. They asked each other, open the dictionary, and even asked to the researcher and their English teacher.

The researcher went around the class to monitoring students in the class. The students still paid attention to the picture which was gave. After the time was over, the students submit their work and the researcher announced that in the next meeting there would be post-test on March, 8<sup>th</sup> 2018. Finally, the teacher asked researcher said good bye to them.

### **c. Observing**

#### **1) Third meetings**

In this cycle, the observation was still the same as previous cycle. The observation overed discussed about all what happend in the teaching process.

In this phase, when the teacher taught in the class, teacher observed the students' activities. In the cycle two, it was almost still the same as in the cycle one. The students were noisy when they wrote the task. They still asked the researcher about the English Translation because they were too lazy to brought the dictionary. Besides that, they were still active to gave their idea about the topic an enthusiast to follow the learning process. They also were walking around in the class to ask their friend about the task. The students seemed that they were more interested to the pictures and theme that already gave. They paid close attention to the teacher explanation when implementing foursquare graphic organize and sometimes discussed with their friends beside them. The situation was conducive because there was no noisy outside the class so that the students could hear the clearly. To solve the weaknesses of cycle 1, the researcher gave some guideline about the connecting word. In fact, the students were enthusiastic in joining and responding the lesson during teaching learning process. They were also enthusiastic to do the exercises in group because in this meeting the researcher gave more variation in their exercises.

## **2) Fourth Meeting**

When the researcher asked them some questions how to describe about the pictures that she showed, most of them answered that they had understood and answer the question using foursquare. The students

mention the thing, mention characteristic of the thing, shape, kind, color and other to describe someone or something according to topic. In this last meeting, the students seemed confident when the researcher asked them to write individually. The condition in the class was very noisy by the voice of students describe something. Some problems that were solved in this research. Some students were finished their assignment. The students have tried to not repeat supporting details and produce extra detail. Students also used connecting words between each square. But sometimes, the students still asked to researcher about how to arrange the sentence in the each box.

#### **d. Reflecting**

In this cycle, the reflection was still the same as previous cycle. The reflection overed discussed about all what happened in the learning process.

The researcher and the English teacher felt satisfied in as much their made efforts to improve the students' writing skill in descriptive text had been realized. The students could understand how to made descriptive text and could explore their idea easily through four square. The students' motivation in learning English especially in writing was improved. The students looked enthusiastic when they were asked to write, the students also looked confident to write. The students seemed

more active in joining the lesson, although there were still some boys who made noise. The students' progress in constructing new sentences using present tense. The students made fewer mistakes in applying the suitable vocabularies to express their ideas.

After achieving the target research the researcher and the teacher decide to stop the Collaborative Action Research because it had already succeed. Therefore, the researcher and the real teacher did not have to revise the plan.

According to the result of evaluating between the researcher and teacher, it could be conclude that, the implementation of Collaborative action research by using four square writing technique to improve students' writing skill in descriptive texts was appropriate with the planning that had been discussed by the researcher and the real teacher or collaborator previously. In this case, each section was planned as good as possible in order to the writing activities could accomplished well.

#### **D. After Implementing the Action**

##### **1. Result of Students' Score**

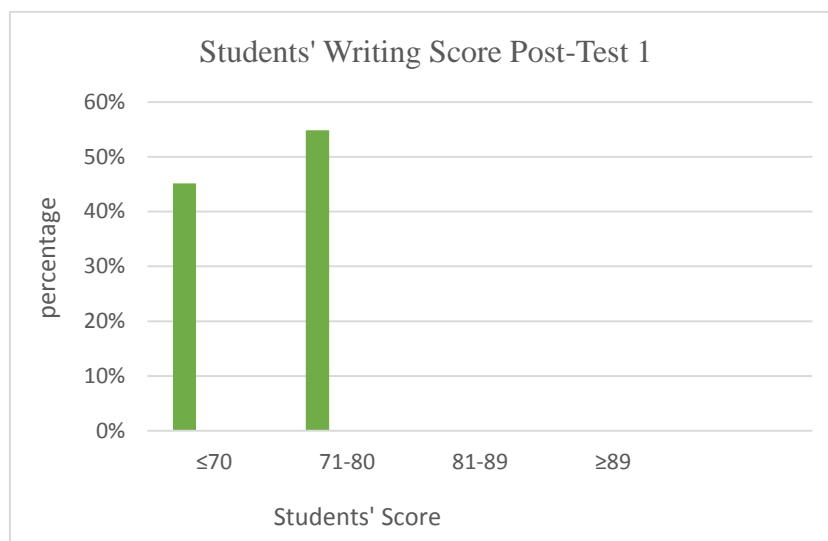
According to the ministry of education standard, the indication of successful teaching learning process is that if at least 80% of students' score are 70 or more. If this indicator has already fulfilled, it means that the



implementation of foursquare technique was being applicable in improving the students' writing skill. In analysing the students' learning product using foursquare technique in cycle 1, researcher compared the students' score in Post-test 1 and students' score in Post-Test 2 after implementing foursquare writing technique. Then, in cycle 2 researcher compared the students' score in post-test 3 and students' score in post-test 4 after implementing foursquare writing technique. There were five aspects of writing analysed in this research, they were, content, organization, vocabulary, language use, and mechanic. The learning product's indicator of success has been written in the third chapter that was 80% of students achieved score  $>70$ , in writing test that means teaching by foursquare technique improved students' writing skill.

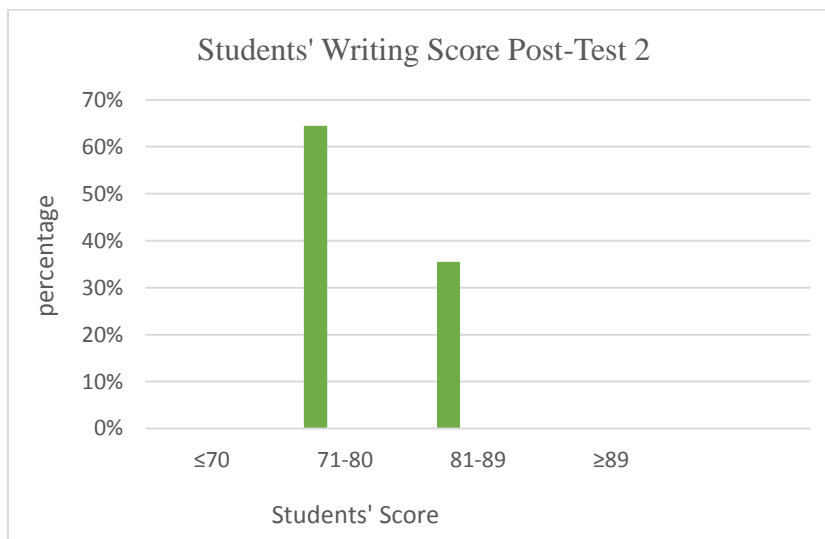
**Table 4.5**  
**Frequency of Students' Achievement for writing Post-Test 1**

No	Score	Frequency	Percentage
1	$\leq 70$	14	45,16%
2	71-80	17	54,83%
3	81-89	0	0%
4	$\geq 89$	0	0%
Total		31	100%



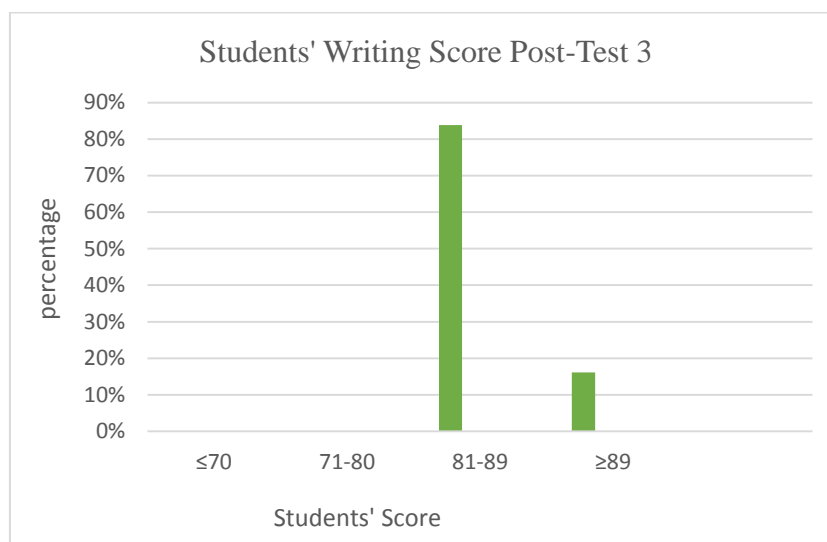
**Table 4.6**  
**Frequency of Students' Achievement for writing Post-Test 2**

No	Score	Frequency	Percentage
1	≤70	0	0%
2	71-80	11	35,48%
3	81-89	20	64,51%
4	≥89	0	0%
Total		31	100%



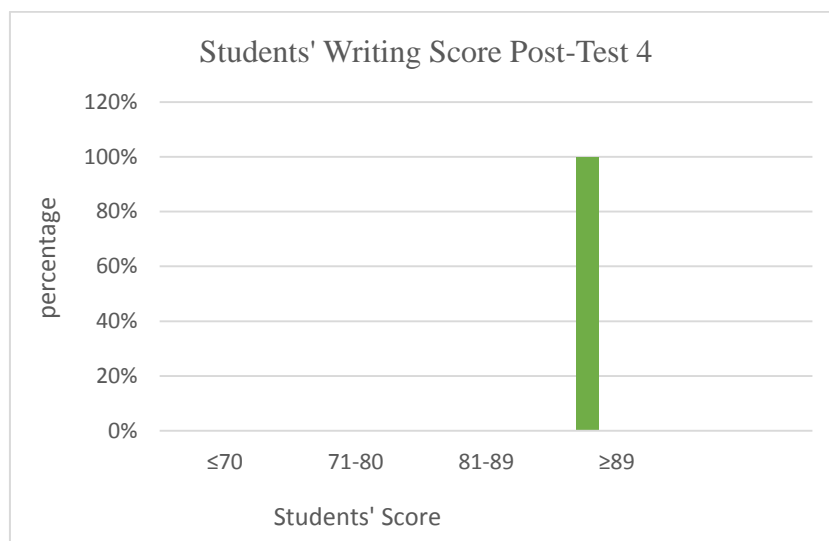
**Table 4.7**  
**Frequency of Students' Achievement for writing Post-Test 3**

No	Score	Frequency	Percentage
1	$\leq 70$	0	0%
2	71-80	0	0%
3	81-89	26	83,87%
4	$\geq 89$	5	16,12%
Total		31	100%



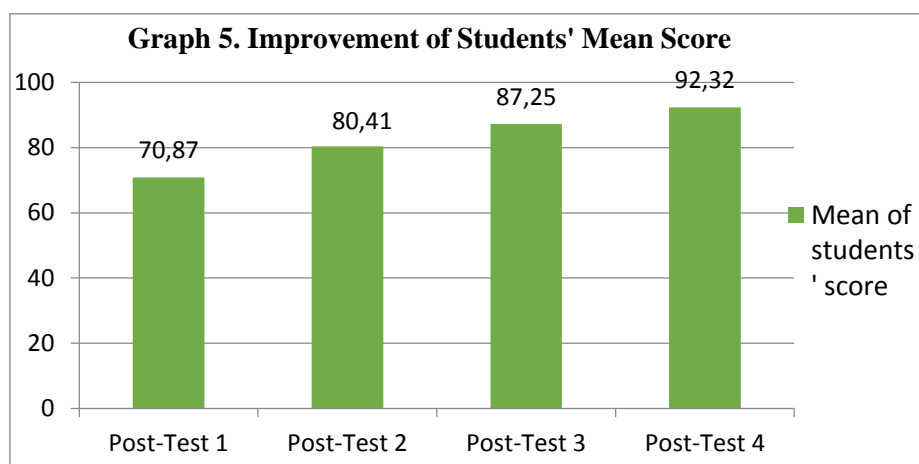
**Table 4.8**  
**Frequency of Students' Achievement for writing Post-Test 4**

No	Score	Frequency	Percentage
1	$\leq 70$	0	0%
2	71-80	0	0%
3	81-89	0	0%
4	$\geq 89$	100	100%
Total		31	100%



**Table. 4.9**  
**The Improvement of Students' Mean Score**

Sub cycle	Cycle 1		Cycle 2	
Kind of test	Post-Test-1	Post-Test-2	Post-Test-3	Post-Test-4
Mean of Students' score	70.87	80.41	87.25	92.32
Increasing of students' mean score	-	9.54	6.84	5.07



## **2. Result of Teachers' Interview**

Interview was held on Monday, March 13<sup>th</sup> 2018. After implementing four square, the researcher carried out the structured interview with the teacher. The researcher asked six questions to the teacher. The questions were divided into two categories, the general condition in the classroom during teaching writing descriptive text using four square and the teachers' response in implementing four square in the class.

The first categories was the general condition in the classroom during teaching writing descriptive text using four square. The teacher said that the classroom condition was better than before. The students' motivation to study increased when they watched the four square and they looked enthusiast.

The second category was the teachers' response in implementing four square in the class. The teacher said that four square technique help his students increasing their students. Before that, the teacher taught that it was almost impossible to improve students' writing skill. Therefore he did not have technique or method for it. However, after seeing in the result, he surprised that his students' writing skill could be improved this fast. He assumed that it was because the students were focused in making the composition and they were not confused to find the ideas to write anymore.

### **3. Result of Students' Interview**

Interview was held on Monday, March 14<sup>th</sup> 2018. It started from 10 am until 10.20 am. In this interview, the researcher asked five questions about the students' perception during teaching learning by using for square. Based on interview, the researcher conclude that they felt enjoy and enthusiast in learning descriptive through four square. They were motivated because four square could helped them to understand the material easily. They also could write the descriptive text easily because they had the idea from the technique. They thought they did not have to think hard to put their idea on the paper and also could increase their writing score by using four square.

### **E. Discussion**

The English teaching and learning process had become more interesting. As the four square writing technique required collaboration among the class members, including the teacher, or in this case the researcher, the class was rich of interactions and active participation from the students. The teaching technique offered the students opportunities to take part in activities such as discussions and joint construction.

The students joined the activities in the classroom with enthusiasm. They paid better attention to the class and the researcher and were engaged to the activities. They actively took parts in discussions. They volunteered themselves

in some occasions in the learning process. They asked questions when they found something unclear for them. They were cooperative in the teaching and learning process and returned to the class on time after the break.

Compared with the situation before the action implementation in which students were passive and showed reluctance in learning English, the students were active and enthusiastic. It implies that the students had had the willingness in learning English and that was because of the genre-based approach through the opportunities it offers that enable the students to get involved in the learning process.

Based on the interview, students' writing score still low. The students still could not gather the idea to write, and the students make mistakes due to lack of vocabularies. Students' writing ability score showed that the students' skill in writing were poor. It happened because of some problems; the students have low motivation in writing, the students were not able to write correctly, the students have low vocabulary, the students were not interested in the writing and they still confused to find out the idea.

Based on the problems above, the researcher believes that Four Square Writing Technique was a good technique in conducting writing activity. By conducting a classroom action research that implements Four Square Writing Technique, it is expected that the teacher was able to improve the students' writing skill. Because four square writing technique was a simple graphic

organizer to guide students organize their thoughts or plans before they write a complete paragraph.<sup>1</sup>

Four-Square Writing Technique was a technique of teaching basic writing skills that was applicable across grade levels and curriculum areas. Graphic organizers were visual displays of key content information designed to benefit learners who have difficulty organize information.<sup>2</sup> The step by step approach can help the students in cohesiveness, coherence, and transition words. From the explanation above, the researcher conclude that four square writing technique was a technique of teaching basic writing skill that uses step by step that is built around a simplified graphic organizer as a visual framework for assisting students with formulating ideas in an organize manner prior to write texts and appropriate to improve students' writing skill.

The researcher revealed that four square succeeded in improving the students' writing skill in descriptive text. Based on the result's observation which is aimed to improve the students' writing skill by using four square writing technique, the researcher concludes that teaching writing by using four square writing technique can improves the students' writing skill. Practically, the use of four square writing technique was an appropriate teaching technique which enables the students to gathering their idea about a certain topic.

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<sup>1</sup> Judith S. Gould; Evan J. Gould, *Four Square Writing Method grade 4-6* (Carthage: Teaching & Learning Company, Publisher, 1999), p.v.

<sup>2</sup> K. Irwin Bromley – L. De Vitis, & M. Modlo, *Graphic organizers: Visual strategies for active learning* (New York: Scholastic Profesional Books, 1995), p. 42



Especially in writing, four square helped the students in generating ideas and organizing paragraphs more easily. They can get something to say in their paper by using four square. Four Square gave them stimulus about certain topics to brainstorm the students so that they can write with detailed information. By using this technique, the students can easily imagine about a pictures or topic which will be written down in a paper using four square techniques. The students can also learn more by the guidance of their teacher. Using four square in teaching writing can also improves the students' interest toward the lesson. Four square made their writing process easier.

Choosing of pictures and topic was very important. With the suitable pictures and topic the students will be interested in joining the lesson. In the classroom, the students were eager to join activities and actively involved in teaching learning process. So, by using four square in teaching writing, the students' writing skill can be improved.

Besides that, the result of the students' interview showed that the students increased their writing skill in descriptive text because they were happy to study while they were make four square and filled the square of their idea. From this explanation, the researcher and the teacher decided to stop the researcher because the implementation of using four square was running well that can be seen in the explanation above.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on analysis and interpretation in the previous chapter, it can be concluded that the process of the students' writing skill in descriptive text through four square for eight grades of MTs Muhammadiyah 2 Pubian improved. Based on the research finding in previous research above, the researcher concludes that teaching writing by using four square writing technique can improve students' writing skill. They got easier in generating and organizing the ideas when they write. It could be seen from the process of improving students' writing in every cycle and could be seen from the increase students' mean score among preliminary research, first cycle and second cycle in chapter four. There were improvement in each cycle it can be seen from students' mean score in every cycle.

#### **B. Suggestion**

Based on the research result, the researcher gives some suggestion as follow:

1. In teaching writing skill, the researcher is hoped more creative in teaching his students' in order to maximize teaching learning process and does not make the students to be bored.
2. The teacher should be active to involve his students in teaching learning process.

3. Four square technique can be applied in English teaching learning process, particularly the attempt of improving students writing descriptive text.

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# APPENDIX

**APPENDIX 1****Interview Guideline for Teachers**

Day/date : February 13<sup>th</sup> 2018  
Time : 09. 15  
Place : MTs 2 Pubian Lampung Tengah  
Interviewer : Puput Septiani (Researcher)  
Interviewee : Mr. Taufiq, S.Pd (English Teacher)

1. Can you tell me your experience in teaching English?
2. What strategy do you use in teaching writing?
3. How is the students' ability in writing?
4. How do you teach writing text?
5. Do you have a special strategy in teaching writing text?
6. How do you respond to use Four Square Writing Method (FSMW) for teaching Writing text?



## APPENDIX 2

### The Result of Interview for English Teacher in Pre-Research

#### The following of interview with the English teacher:

No	Question	Answer	Conclusion
1	How long have you been teaching English?	I have been teaching English in this school (MTs Muhammadiyah 02 Pubian) since 2017	the teacher have been teaching English for 5 years.
2	What is your experiences in teaching English especially in teaching writing descriptive text?	I do not have specific experience in teaching writing descriptive. I just explained to them what descriptive text based on the textbook's instruction. I give the example and the students to do the exercise	The teacher monotonous in teaching writing descriptive text as long as 3 years. As the result the teacher should vary the ways to make class more interactive.
3	What technique that you used to teach writing descriptive text?	I do not know exactly the technique, but I just guide them to learn what is descriptive text, and after that they write to describe something	The teacher use guide writing technique in teaching writing descriptive text. The teacher have not specific technique for teaching writing.
4	What are the problems that you face in teaching writing descriptive text?	My problem is come when the students are confused to choose the words in their text because lack of vocabularies and low information about grammar so they cannot figure out idea to write the text.	The problem that teacher face in teaching writing: the students were confused to choose the words in their text because generally they have lack on vocabulary and the grammar, in fact their writing ability is unsatisfied
5	What kind of exercise that you used to know students' ability in writing descriptive text after teaching process?	In the end of teaching process, I ask them to make a descriptive text, they have to correct and revise by themselves	The teacher did not vary the task and he did not correct the students written work so that there is no feedback from the teacher to the students
6	How is the students' ability in writing descriptive text?	The students' ability in writing is low especially in descriptive text. It is because their motivation to practice writing is low.	The students' ability in writing descriptive text is low
7	Have you heard about peer review technique in teaching writing descriptive text? How do you respond it?	I have heard about this technique that used in teaching writing descriptive text but I never use it before. If it is appropriate in my writing class, i will try peer review technique to be implemented.	The teacher know little bit about the technique, but he never use it to teach writing descriptive text and he will implement this technique if it appropriate.

## APPENDIX 3

### The Interview Guideline for Students

Day/date : February 13<sup>th</sup> 2018  
 Time : 09. 15  
 Place : MTs 2 Pubian Lampung Tengah  
 Interviewer : Puput Septiani (Researcher)  
 Interviewee : Mr. Taufiq, S.Pd (English Teacher)

1. Apakah anda memiliki kesulitan saat mempelajari *writing skill*?
2. Apakah anda sudah pernah belajar mengenai *writing text* sebelumnya, missalnya *descriptive text*, *narrative text* dll?
3. Apakah anda pernah mengalami kesulitan untuk menemukan ide-ide sebelum menulis sebuah *text*?
4. Apa sajakah masalah yang anda hadapi saat menulis sebuah *text*, misalnya dalam kosa kata atau *vocabulary* atau *grammar* dalam proses menulisnya?
5. Bagaimana anda belajar *writing text* didalam kelas dengan guru sering mengoreksi hasil latihan anda?

## APPENDIX 4

### The Result of Interview for Student in Pre-Research

#### Student 1:

No	Question	Answer	Conclusion
1	Apakah anda memiliki kesulitan saat mempelajari <i>skill writing</i> ?	Oh Ya sangat punya.	The student has difficulties in learning writing.
2	Apakah anda sudah pernah belajar mengenai <i>writing descriptive text</i> sebelumnya?	Ya, pernah	The student has learned descriptive text
3	Masalah apa sajakah yang anda hadapi saat menulis sebuah teks dalam bahasa inggris, khususnya menulis sebuah <i>descriptive text</i> , misalnya kesulitan dalam kosa kata, <i>grammar</i> , atau dalam proses menulisnya?	Saya masih bingung untuk menulis, karena saya sulit menuliskan ide-ide yang ada di kepala saya	The students still confuse to write. They can't find out their ideas, they also can't write what they think because they confuse for the beginning to write.
4	Bagaimana anda belajar <i>writing descriptive text</i> di dalam kelas dengan guru bahasa inggris anda sekarang?	Saya hanya memperhatikan guru yang mengajar di depan dan melihat LKS yang di berikan, sesekali saya mencatat apa yang saya belum pahami	The teacher still monotonous so that the lesson not interesting for the students. The teacher used LKS as a media to teaching descriptive text.
5	Bagaimana pendapat anda mengenai jenis latihan yang diberikan oleh guru di akhir proses pembelajaran <i>writing descriptive text</i> , dan apakah guru sering mengoreksi hasil latihan anda?	Kami menulis teks seperti contoh yang di berikan di papan tulis, setelah itu guru menyuruh kami membacakan hasil tulisan di depan kelas, setelah itu di kumpulkan di atas meja guru.	The teacher should give more attention for students' task. The teacher must give score for each students' task.

#### Student 2:

No	Question	Answer	Conclusion
1	Apakah anda memiliki kesulitan saat mempelajari <i>writing</i> ?	Ya, Saya tidak bisa menulis dalam bahasa inggris karena saya tidak tahu bagaimana cara nya.	The student does not know how to write in English. It means that her writing skill in English is very low. So that she must enrich the vocabulary by memorize or practice in writing to facilitate them in writing.
2	Apakah anda sudah pernah belajar mengenai <i>writing descriptive text</i>	Ya, pernah	The student has learned descriptive text

	sebelumnya?		
3	Masalah apa sajakah yang anda hadapi saat menulis sebuah teks dalam bahasa inggris, khususnya menulis sebuah <i>descriptive text</i> , misalnya kesulitan dalam kosa kata, <i>grammar</i> , atau dalam proses menulisnya?	Saya tidak memiliki banyak kosa kata bahasa inggris.	The student does not master the vocabulary, so they are confuse to write something, it is described their writing ability is still low. So the student needs to learn more and memorize more some vocabularies.
4	Bagaimana anda belajar <i>writing descriptive text</i> di dalam kelas dengan guru bahasa inggris anda sekarang?	Saya hanya memperhatikan guru. Guru saya memberikan beberapa penjelasan dengan contoh-contoh dan langsung memberikan tugas	
5	Bagaimana pendapat anda mengenai jenis latihan yang diberikan oleh guru di akhir proses pembelajaran <i>writing descriptive text</i> , dan apakah guru sering mengoreksi hasil latihan anda?	Kami mendapat tugas untuk membuat teks deskriptif seperti contoh di buku, kemudian besok nya di kumpul.	The teacher should very the task and give attention more in the way correcting students' written work.

### Student 3:

No	Question	Answer	Conclusion
1	Apakah anda memiliki kesulitan saat mempelajari <i>skill writing</i> ?	Ya Saya kurang paham tentang <i>grammar</i>	The student does not master the grammar well and needs way to learn it.
2	Apakah anda sudah pernah belajar mengenai <i>writing descriptive text</i> sebelumnya?	Ya, pernah	The student has learned descriptive text
3	Masalah apa sajakah yang anda hadapi saat menulis sebuah teks dalam bahasa inggris, khususnya menulis sebuah <i>descriptive text</i> , misalnya kesulitan dalam kosa kata, <i>grammar</i> , atau dalam proses menulisnya?	Saya tidak tahu <i>grammar</i> apa yang harus saya gunakan dan sulit sekali untuk menuliskan ide kedalam bahasa inggris	The student doesn't master in using grammar. They must learn more grammar The student must learn more about grammar, this problem make students' writing ability is still low
4	Bagaimana anda belajar <i>writing descriptive text</i> di dalam kelas dengan guru bahasa inggris anda sekarang?	Guru memberikan materi seperti biasa. Kemudian kami membuat deskripsi tentang sesuatu, dan kami mengoreksi sendiri hasil tulisan kami	While-teaching step and post-teaching step technique are important things to support the students' writing ability. Here the teacher must be creative to implement the other technique in pos-teaching.
5	Bagaimana pendapat anda mengenai jenis latihan yang diberikan oleh	Latihan yang kami kerjakan hanya	The teacher should vary the task and give attention more in the

	guru di akhir proses pembelajaran <i>writing descriptive text</i> , dan apakah guru sering mengoreksi hasil latihan anda?	menulis <i>descriptive text</i> tentang idola misalnya. Kami mengoreksi sendiri latihan kami, guru hanya mengondisikan kelas tanpa memberikan masukan-masukan setelah kami selesai mengoreksi	way correcting students' written work
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## APPENDIX 5

### Observation Checklist of the Teaching and Learning Process of Writing through Four Square writing Technique

Instruction:

1. It should be completed by the collaborator.
2. The collaborator checks (v) to Yes / No column based on the real condition. "Yes" if the teacher or the students did it while "No" if the teacher or the students did not do it.

**No : 1**

**Cycle : 1**

**Action : 1&2**

**Day, date : Thursday, February 27<sup>th</sup> and March 06<sup>th</sup> 2018**

No	Component of Observation	Yes	No	Explanation
1	<b>Pre-activity</b>			
	a. The teacher opens the class	V		The students' response are good, they can response the greeting in English.
	b. The teacher checks students' attendance list.	V		There are no students who absent at this meeting.
2	<b>While-activity</b>			
	a. Divide the students into 5 groups, each groups consist 4 until 5 persons.		V	The teacher forgets to divide the students into 5 groups.
	b. The teacher asking about students' shopping experience. - Have you ever go to shopping? - When you go shopping? - What have you buy?	V		Just some students can understand the questions in English and answer the question, so the teacher has to translate into Indonesian.
	c. The teacher explains about the text and the communicative purposes, language features, and	V		The teacher gives an explanation about recount text in English, then transform it into Indonesian. When the teacher asked "Do you

	generic structure of recount text.			understand?" the students answer yes.
	d. The teacher gives away an example of recount texts to the students and asks them to read it and identify the generic structure of the text.	V		The students read the text and listen to the teacher explanation about the meaning of the text and how to identify the text.
	e. The teacher asking some question that relate to the text.		V	The teacher forgets this stage and he continue to the next stage.
	f. The teacher asking the students to do the exercise.	V		The students do the exercise, but they are so noisy because they still confuse although they have answer that they are understand about the teacher explanation. Then, the teacher asks them to keep silent.
	g. The teacher with the students discuss about the answer.	V		The teacher asks the students to raise their hand when they want to answer but there were no students who raise their hand so the teacher called their name one by one to answer the questions. The teacher correcting the wrong answer.
	h. For the next assessment the teacher ask the students to write a recount text	V		The students make noisy and says that they are not understand yet about recount text, but the teacher still asks them to write text and tell that will help them when write a text.
	i. The teacher give some keywords to the students	V		The teacher explains how to use the keywords and the students paid attention to the teacher explanation.
	j. The teacher walking around to see the students' activity	V		Some students open their dictionary to translate words into

	and help them if they need help.			English and many students asking the teacher about meaning and transform words into English, so it make the class noisy.
	k. The teacher asking the students to submit their work.	V		When the teacher asks the students to submit their text, the students says that they have not finished yet. But the teacher still asks them to submit, so they submit their text.
	l. The teacher asking about the materials.	V		The students keep their attention to the teacher question and give answer that they have not finishing their text and they confuse to write text by themselves.
3	<b>Post-activity</b>			
	a. The teacher and the students make a conclusion about the lesson.	V		The students tell that they have understood about the lesson today.
	b. The teacher closes the lesson.	V		The students pay attention and answer the greeting.

Lampung Tengah, February 26<sup>th</sup> 2018

Guru Mata Pelajaran Bahasa Inggris,

Taufiq S.Pd



## APPENDIX 6

### Observation Checklist of the Teaching and Learning Process of Writing through Four Square writing Technique

Instruction:

1. It should be completed by the collaborator.
2. The collaborator checks (v) to Yes / No column based on the real condition. "Yes" if the teacher or the students did it while "No" if the teacher or the students did not do it.

**No** : 2

**Cycle** : 2

**Action** : 3&4

**Day, date** : Thursday, March 13<sup>th</sup> and 20<sup>th</sup> 2018

No	Component of Observation	Yes	No	Explanation
1	<b>Pre-activity</b>			
	a. The teacher opens the class	V		The students' response are good, they can response the greeting in English.
	b. The teacher checks students' attendance list.	V		There are 2 students who absent at this meeting.
2	<b>While-activity</b>			
	a. The teacher asking about material in the last meeting	V		The students tell about what they have learn at the previous meeting.
	b. The teacher asked the students to write a recount text individually.	V		The students write their text silently.
	c. The teacher walking around to see the students' activity and help them if they need help.	V		The students still need dictionari but not as often as before.
	d. The teacher asks some students to write their work on the board.	V		The teacher calls some students alternately because there are no students want to write their text.
	e. The teacher with the students discuss about the text	V		The students helped by the teacher identify the text and the students fix their mistakes.
	f. The teacher asks the students to	V		The students submit theit text.

	submit their work.			
3	<b>Post-activity</b>			
	a. The teacher and the students make a conclusion about the lesson.	V		The students tell that they have understood about the lesson today.
	b. The teacher closes the lesson.	V		The students pay attention and answer the greeting.

Lampung Tengah, March 5<sup>th</sup> 2018  
 Guru Mata Pelajaran Bahasa Inggris,

Taufiq S.Pd

## APPENDIX 7

### Interview Guideline and Result for the English Teacher after Implementing Collaborative Action Research

#### Interview Guideline

Day/date : March 22<sup>th</sup> 2018  
 Time : at 11.30-12.00  
 Place : MTs 2 Pubian Lampung Tengah  
 Interviewer : Puput Septiani (Researcher)  
 Interviewee : Mr. Taufiq, S.Pd (English Teacher)

No	Question	Answer
1.	Menurut bapak bagaimana kondisi siswa setelah menggunakan teknik four square dalam pembelajaran writing?	Kondisi siswa lebih baik dari pada biasanya, mereka termotivasi dan berantusias mengikuti pelajaran writing dengan menggunakan tehnik four square.
2.	Bagaimana kemampuan pemahaman menulis siswa bapak setelah menerapkan tehnik four square?	Adanya wadah yaitu four square sebagai tehnik pembelajaran yang membuat kemampuan mereka dalam memahami writing semakin meningkat.
3.	Bagaiman partisipasi siswa ketika pembelajaran writing dengan menggunakan tehnik writing?	Mereka cukup berpartisipasi sekali dalam pembelajaran writing menggunakan tehnik ini, karena dengan tehnik membuat kotak –kotak sederhana sebagai wadah unyuk menampung ide-ide mereka akan mempermudah mereka sebelum menulis dan menyusunnya kedalam paragraph.
4.	Kendala apa yang di temukan ketika menerapkan tehnik four square di kelas?	Kendala nya yaitu partisipasi siswa yang terlalu aktif dan bersemangat sehingga kadang terlihat gaduh dan ramai. Juga pengaturan waktu yang terasa kurang.
5.	Menurut bapak, bagaimana cara mengatasi kendala tersebut?	Mungkin dengan adanya control dari guru kepada masing-masing siswa sehingga siswa dpat di bombing lebih intensif.
6.	Apa pendapat bapak setelah melihat pembelajran writing dengan menggunakan tehnik four square?	Teknik Four square cock untuk diaplikasikan dalam pembelajaran descriptive text untuk menulis, karena siswa dapat menemukan ide-ide mereka dan menuangkan nya kedalam kotak-kotak sederhana tersebut sehingga membuat mereka tidak bingung untuk menulis, karena mereka sudah menyimpannya kedalam kotak tersebut, sehingga mereka hanya tinggal menyusun nya kedalam kalimat sederhana sebelum

		menjadi paragraph .
7.	Apakah bapak merasa termotivasi setelah menggunakan teknik four square sebagai teknik pembelajaran di dalam kelas?	Ya, saya termotivasi untuk menggunakan tehnik ini nantinya.
8.	Menurut pendapat bapak, bagaimana aktivitas yang dilaksanakan dalam proses pembelajaran writing dengan menggunakan four square?	Aktivitas yang dilakukan sudah bagus karena yang terpenting adalah melibatkan kemampuan siswa dalam belajar.
9.	Menurut bapak, apakah strategi pembelajaran dengan tehnik pembelajaran, yaitu four square, efektif diterapkan pada pengajaran writing skill?	Ya, teknik four square ini efektif sekali untuk mewadahi aktivitas belajar siswa.
10.	Menurut bapak, apakah pembelajaran dengan menggunakan tehnik four square dapat meningkatkan kemampuan menulis siswa dalam bahasa inggris?	Ya saya kira tehnik ini dapat membantu meningkatkan kemampuan menulis siswa karena dengan suasana yang santai dan tidak tegang membuat siswa lebih termotivasi dalam belajar.

## APPENDIX 8

### Interview Guideline and Result for Students after Implementing Collaborative Action Research Interview Guideline

Day/date : March 22<sup>th</sup> 2018  
 Time : at 14.00-1500  
 Place : MTs 2 Pubian Lampung Tengah  
 Interviewer : Puput Septiani (Researcher)  
 Interviewee : Mr. Taufiq, S.Pd (English Teacher)

#### Student 1

No	Question	Answer
1.	Menurut kamu, apakah dalam pengajaran bahasa inggris perlu menggunakan teknik? kenapa?	Perlu miss, karena teknik yang miss kasih bisa menjadi hiburan dalam kelas dan gak membuat murid jadi bosan.
2.	Apakah setelah belajar menggunakan teknik four square membuat kamu termotivasi untuk menulis?	Iya miss. Saya sedikit lebih suka menulis sekarang, karena mudah ternyata jika kita menggunakan kotak kotak.
3.	Setelah mempelajari Descriptive Text dengan menggunakan four square technique apakah ada pengaruh terhadap nilai kamu?	Iya ada miss. Saya suka kalok ada yang mengajar memakai tehnik, karena bisa membuat lebih semangat belajar miss.
4.	Bagaimana pendapat kamu ketika belajar descriptive text dengan menggunakan four square?	Menarik miss. Karena itu hal baru jadi saya juga tau gimana cara menuliskan ide ide yang sudah ada.
5.	Apakah tehnik four square mempermudah atau mempersulit kamu dalam belajar descriptive text?	Kalau menurut saya lebih mempermudah miss, karena ada kotak kotak yang bias di isi jadi kita gak bingung buat ngumpulin nulis ide atau informasi.
6.	Apakah teknik four square meningkatkan kemampuan menulis kamu?	Iya miss. Karena miss juga ngajarin kami buat nulis ide dalam kotak kotak itu, jadi kami tinggal nyusun jadi kalimat, kamu gak pusing buat nulisnya miss.

### Student 2

No	Question	Answer
1.	Menurut kamu, apakah dalam pengajaran bahasa inggris perlu menggunakan teknik? kenapa?	Perlu lah miss. Biar belajar nya jadi asik.
2.	Apakah setelah belajar menggunakan teknik four square membuat kamu termotivasi untuk menulis?	Motivasi dikit miss, setidaknya saya jadi suka pelajaran bahasa inggris sekarang.
3.	Setelah mempelajari Descriptive Text dengan menggunakan four square technique apakah ada pengaruh terhadap nilai kamu?	Ada miss, tapi gak banyak miss.
4.	Bagaimana pendapat kamu ketika belajar descriptive text dengan menggunakan four square?	Seru miss. Jadi gak perlu bingung mau nulis nya gimana, mana dulu, nyusun nya gimana, jadi gak bingung lagi.
5.	Apakah tehnik four square mempermudah atau mempersulit kamu dalam belajar descriptive text?	Mempermudahlah miss.
6.	Apakah teknik four square meningkatkan kemampuan menulis kamu?	Ya meningkatkan dikit miss. Aku jadi gak bingung lagi miss kalok nulis.

### Student 3

No	Question	Answer
1.	Menurut kamu, apakah dalam pengajaran bahasa inggris perlu menggunakan teknik? kenapa?	Perlu miss. Bosen belajarnya cuman pake buku terus.
2.	Apakah setelah belajar menggunakan teknik four square membuat kamu termotivasi untuk menulis?	Kalok pas belajar iya miss tapi kalok pas gak belajar ya enggak miss.
3.	Setelah mempelajari Descriptive Text dengan menggunakan four square technique apakah ada pengaruh terhadap nilai kamu?	Ada miss walaupun gak banyak.
4.	Bagaimana pendapat kamu ketika belajar descriptive text dengan menggunakan four square?	Bagus miss, saya lebih cepat ngerti miss pas di jelasin materinya. Jadi pas nulis gak bingung.
5.	Apakah tehnik four square mempermudah atau mempersulit kamu dalam belajar descriptive text?	Mempermudah miss, tapi tugas nya tetep aja sulit miss.
6.	Apakah teknik four square meningkatkan kemampuan menulis kamu?	Iya miss, jadi gak bingung mau nulis apa, karenakan kita tulis semua abis itu kita pilih yang mau di susun, jadi gak bingung lagi.

**APPENDIX 9****INSTRUMENT FOR POST-TEST****Name :****Class :****Instruction:**

1. Make a Narrative text based on the theme of the pictures
2. Your Narrative text should consists of identification and description
3. Consider the aspects of writing assessment: content, organization, vocabulary, language, and mechanics.

Indicators	Teacher	Score	Researcher	Score
Content				
Organization				
Vocabulary				
Grammar				
Mechanic				
Total score				

## APPENDIX 10

## Syllabus MTS Muhammadiyah Pubian Lampung Tengah

Semester : 1 (Satu)  
 Standar Kompetensi : Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1.Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	1. Teks fungsional pendek berupa <ul style="list-style-type: none"> <li>• Undangan</li> <li>• Pengumuman</li> <li>• Pesan Singkat</li> </ul> 2. Tata Bahasa <ul style="list-style-type: none"> <li>• Kalimat sederhana               <ul style="list-style-type: none"> <li>- mengundang</li> <li>- mengumumkan</li> <li>- menyampaikan pesan</li> </ul> </li> </ul> 3.Kosa kata	1.Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2.Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional 3.Menulis kalimat sederhana terkait jenis teks 4.Menulis teks fungsional pendek	1. Melengkapi rumpang teks fungsional pendek 2. Meyusun kata menjadi teks fungsional yang bermakna 3. Menulis teks fungsional pendek	Tes tulis	Melengkapi rumpang  Menyusun kata acak  Essay	1. Complete the following sentence / text using suitable word / words 2. Arrange the word into good sentences. 3. Write simple sentences based on the situation given 4. Write an invitation/ an announcement /	4 x 40 menit	1. Buku teks yang relevan Contoh undangan, pengumuman, SMS 2. Gambar yang relevan



6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	- Kata terkait tema dan jenis teks 4. Tanda baca 5. Spelling	berdasarkan konteks		Tes tulis	1. <i>Completion</i>	<i>message based on the situation given.</i>	4 x 40 menit	
	1. Teks rumpang berbentuk - <i>descriptive</i> - <i>recount</i> 2. Tata bahasa Kalimat sederhana - Simpel present tense - Simpel past tense - past continuous tense 3. Kosakata - kata terkait tema dan jenis teks - kata penghubung <i>and, then, after that, before</i> dsb 4. Tanda Baca,	1. Review ungkapan-ungkapan yang terkait jenis teks <i>descriptive</i> dan <i>recount</i> . 2. Menulis kalimat yang berdasarkan yang terkait jenis teks <i>descriptive</i> dan <i>recount</i> gambar/realia. 3. Melengkapi rumpang dalam teks <i>descriptive</i> dan <i>recount</i> dengan kata	1. Melengkapi rumpang teks esai pendek berbentuk <i>descriptive</i> 2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive</i> dan <i>recount</i> . 3. Menulis teks esai dalam bentuk a. <i>descriptive</i> dan <i>recount</i> .	Tes tulis	2. <i>Jumbled sentences</i>	1. <i>Complete the paragraph using the suitable words.</i> 2. <i>Rearrange the following sentences correctly.</i> 3. <i>Write an essay</i> a. <i>describing something or a certain</i>		1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar
				Tes tulis	3. <i>Essay</i>			

	Spelling	<p>yang tepat.</p> <p>4. Menyusun kalimat acak menjadi teks descriptif dan recount yang terpadu.</p> <p>5. Membuat draft teks descriptive dan recount secara mandiri.</p> <p>6. Mengekspos teks descriptive dan recount yang ditulis di kelas.</p>				<p>place.</p> <p><i>b. Telling what you did last Sunday</i></p>		
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )								

## APPENDIX 11

### LESSON PLAN (Cycle 1)

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Nama Sekolah** : MTs Muhammadiyah 02 Pubian  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : 8 / 2  
**Alokasi Waktu** : 2 x 45 menit  
**Topik Pembelajaran** : Descriptive text  
**Pertemuan Ke** : 1

#### A. Standar Kompetensi

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

#### B. Kompetensi Dasar

6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

#### C. Indikator Pencapaian Kompetensi

6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

#### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Membuat kalimat sederhana pada *box information* berbentuk teks *descriptive*
2. Menyusun teks *descriptive* pendek sesuai *box information*

#### E. Materi Pokok

1. Definition of descriptive text  
Descriptive text is text which describes the characteristic of something, it can be a person, a place or thing.
2. Social function  
Descriptive text has social function to describe and reveal a particular person, place or thing.

3. Generic Structure of the text:
- Identification : it is to identify the phenomena that to be described
  - Description : it s to describe part, qualities, characteristics.

Directions: Write a reason, example or explanation in each box to support the main idea sentence in the center box. Then give three details for each and write a wrap-up sentence.

2) It's easy to make it.	3) It is fun to eat. There are noodles, meat like a ball, and sauce.
1. MY FAVORITE FOOD	
4) The taste is delicious.	5) My favorite food is meatball because it's easy to make it, fun to eat and delicious.

My favorite food is meatball, because it easy to make it. It is fun to eat. There are noodles, meat like a ball, and sauce. The taste is delicious.

#### F. Metode Pembelajaran/Teknik:

Four square writing technique

#### G. Langkah-langkah Kegiatan Pembelajaran

No	Kegiatan Pembelajaran	Alokasi Waktu
1.	<b>Kegiatan Awal</b> <ul style="list-style-type: none"> <li>- Guru mengucapkan salam ketika memasuki kelas</li> <li>- Berdo'a bersama</li> <li>- Guru mengecek kehadiran siswa</li> <li>- Guru mengajukan pertanyaan kepada siswa yang menyangkut pengetahuan sebelumnya dengan materi yang akan dipelajari</li> </ul>	10 menit
2.	<b>Kegiatan Inti</b> <p><b>Eksplorasi:</b></p> <ul style="list-style-type: none"> <li>- Guru menggambar FSGO (four square graphic organizer) di papan tulis</li> <li>- Guru memberikan tema tentang <i>favourite food, or thing</i></li> <li>- Guru meminta siswa untuk memilih tema dan memberikan idenya tentang topic yang telah dipilih</li> <li>- Guru mulai menjelaskan fungsi dari FSGO (four square graphic organizer)</li> <li>- Guru meminta siswa untuk mulai menuliskan informasi yang di dapat</li> </ul>	60 menit

	<p><b>Elaborasi:</b></p> <ul style="list-style-type: none"> <li>- Guru meminta siswa untuk menggali informasi berdasarkan topic</li> <li>- Guru meminta siswa mengumpulkan alasan yang dapat mendukung topic atau tema</li> <li>- Guru meminta siswa bekerja sama menyusun kalimat sederhana dari informasi yang di dapat kedalam FSGO (four square graphic organizer)</li> <li>- Guru meminta siswa untuk menyimpulkan hasil dari informasi yang ada pada kotak nomor 2,3,4 di dalam kotak nomor 5</li> <li>- Guru meminta siswa untuk mengumpulkan hasil diskusi</li> </ul> <p><b>Konfirmasi:</b></p> <ul style="list-style-type: none"> <li>- Guru membagi lembar latihan untuk siswa</li> <li>- siswa menulis dan mengisi lembar latihan yang dibagikan</li> <li>- Setelah menyelesaikan hasil tulisannya Guru meminta siswa untuk mengumpulkan lembar latihan</li> <li>- Guru menanggapi beberapa hasil <i>review</i> dan <i>feedback</i> siswa terhadap teks tersebut</li> </ul>	
3	<p><b>Kegiatan akhir</b></p> <ul style="list-style-type: none"> <li>- Guru menyimpulkan materi pelajaran</li> <li>- Guru memberi motivasi kepada siswa</li> <li>- Guru menutup pelajaran dengan mengucapkan salam</li> </ul>	10 menit

## H. Sumber dan Media

Sumber : Judith S. Gould and Evan Jay Gould Illustrated by Christina D. Schofield. 1999. *Four Square (4) Writing Method for Grades 7-9*. Teaching & Learning Company a Lorenz company

Media : *Pictures of people and Classroom*

## I. Penilaian

1. Teknik : Tulis
2. Bentuk : Esei
3. Instrument : Terlampir

## J. Rubrik Penilaian

Item analysis	Score	Criterion of scoring
Content	30-27 26-22 21-17 16-13	Excellent: knowledgeable-substantive etc Good: some knowledge of subject-adequate range Fair: limited knowledge of subject-little substance Very poor: does not show knowledge of subject-non substantive.
Organization	20-18 17-14 13-10 9-7	Excellent: fluent expression-ideas clearly stated Good: somewhat choopy-loosely organized but main ideas stand out Fair: not fluent-ideas confused or disconnected Very poor: does not communicate-no organization

Vocabulary	20-18	Excellent: sophisticated range-effective word/idiom choice and usage
	17-14	Good: adequate range-occasional errors of word/idiom form, choice, usage, but meaning not obscured
	13-10	Fair: limited range-frequent errors of word/idiom form, choice, usage
	9-7	Very poor: essentially translation- little knowledge of english vocabulary, idioms, word form
Grammar/ Language Use	25-22	Excellent: effective complex construction, few errors of agreement, tense, etc
	21-18	Good: effective but simple constructive in grammar.
	17-11	Fair:..major problem is simple/complex construction in grammar.
	10-5	Very poor: virtually no mastery of sentence construction rules.
Mechanic	5	Excellent: demonstrates mastery of conventions
	4	Good: occasional errors of spelling, punctuation, capitalization, etc.
	3	Fair: frequent errors of spelling, punctuation, capitalization, etc
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc.
Total of score		100

Guru Bahasa Inggris

Lampung Tengah, 26 February 2018  
Mahasiswa Peneliti

Taufiq S.Pd

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NIP. 196909051997032004

## APPENDIX 12

### LESSON PLAN (Cycle 1)

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Nama Sekolah** : MTs Muhammadiyah 02 Pubian  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : 8 / 2  
**Alokasi Waktu** : 2x 45 menit  
**Topik Pembelajaran** : descriptive text  
**Pertemuan Ke** : 2

#### A. Standar Kompetensi

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

#### B. Kompetensi Dasar

6.3 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

#### C. Indikator Pencapaian Kompetensi

6.2 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

#### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Membuat kalimat sederhana pada *box information* berbentuk teks *descriptive*
2. Menyusun teks *descriptive* pendek sesuai *box information*

### E. Materi Pokok



Directions: Write the first paragraph for each four square. Be sure to write topic, wrap-up and personal sentences.

2. My favorite bag. I have a new bag. My father give me.	3. The color are pink and blue. There is a motive.
1. My favorite Bag	
4. There are four zipper in my bag. There are two big pouch and two small pouch.	5. I have a new bag and the color are pink and blue. My father give me. There is a motive. There are four zipper in my bag. There are two big pouch and two small pouch. I put my book in the pouch. I am happy.

### F. Metode Pembelajaran/Teknik:

Four square writing technique

### G. Langkah-langkah Kegiatan Pembelajaran

No	Kegiatan Pembelajaran	Alokasi Waktu
1.	<b>Kegiatan Awal</b> <ul style="list-style-type: none"> <li>- Guru mengucapkan salam ketika memasuki kelas</li> <li>- Berdo'a bersama</li> <li>- Guru mengecek kehadiran siswa</li> <li>- Guru mengajukan pertanyaan kepada siswa yang menyangkut pengetahuan sebelumnya dengan materi yang akan dipelajari</li> </ul>	10 menit
2.	<b>Kegiatan Inti</b>  <b>Eksplorasi:</b>	60 menit



	<ul style="list-style-type: none"> <li>- Guru memberikan topik dengan contoh tentang <i>favourite bag</i>.</li> <li>- Guru meminta siswa untuk memberikan idenya tentang topic yang diberikan</li> <li>- Guru meminta siswa untuk mulai menuliskan informasi yang di dapat</li> </ul> <p><b>Elaborasi:</b></p> <ul style="list-style-type: none"> <li>- Guru meminta siswa untuk menggali informasi berdasarkan topic</li> <li>- Guru meminta siswa mangumpulkan menulis kalimat sederhana yang dapat mendukung topic atau tema</li> <li>- Guru meminta siswa bekerja sama menyusun kalimat sederhana dari informasi yang di dapat kedalam FSGO (four square graphic organizer)</li> <li>- Guru meminta siswa untuk menyimpulkan hasil dari informasi yang ada pada kotak nomor 1,2,3, di dalam kotak nomor 4 dan menulis paragraph sederhana di dalam kotak ke 5.</li> <li>- Guru meminta siswa untuk mengumpulkan hasil diskusi</li> </ul> <p><b>Konfirmasi:</b></p> <ul style="list-style-type: none"> <li>- Guru membagi lembar latihan untuk siswa</li> <li>- siswa menulis dan mengisi lembar latihan yang dibagikan</li> <li>- Setelah menyelesaikan hasil tulisannya Guru meminta siswa untuk mengumpulkan lembar latihan</li> <li>- Guru menanggapi beberapa hasil <i>review</i> dan <i>feedback</i> siswa terhadap teks tersebut</li> </ul>	
3	<p><b>Kegiatan akhir</b></p> <ul style="list-style-type: none"> <li>- Guru menyimpulkan materi pelajaran</li> <li>- Guru memberi motivasi kepada siswa</li> <li>- Guru menutup pelajaran dengan mengucapkan salam</li> </ul>	10 menit

## H. Sumber dan Media

Sumber : Judith S. Gould and Evan Jay Gould Illustrated by Christina D. Schofield. 1999. *Four Square (4) Writing Method for Grades 7-9*. Teaching & Learning Company a Lorenz company

Media : *Pictures of people and Classroom*

## II. Penilaian

1. Teknik : Tulis
2. Bentuk : Esei
3. Instrument : Terlampir

**K. Rubrik Penilaian**

Item analysis	Score	Criterion of scoring
Content	30-27 26-22 21-17 16-13	Excellent: knowledgeable-substantive etc Good: some knowledge of subject-adequate range Fair: limited knowledge of subject-little substance Very poor: does not show knowledge of subject-non substantive.
Organization	20-18 17-14 13-10 9-7	Excellent: fluent expression-ideas clearly stated Good: somewhat choopy-loosely organized but main ideas stand out Fair: not fluent-ideas confused or disconnected Very poor: does not communicate-no organization
Vocabulary	20-18 17-14 13-10 9-7	Excellent: sophisticated range-effective word/idiom choice and usage Good: adequate range-occasional errors of word/idiom form, choice, usage, but meaning not obscured Fair: limited range-frequent errors of word/idiom form, choice, usage Very poor: essentially translation- little knowledge of english vocabulary, idioms, word form
Grammar/ Language Use	25-22 21-18 17-11 10-5	Excellent: effective complex construction, few errors of agreement, tense, etc Good: effective but simple constructive in grammar. Fair:..major problem is simple/complex construction in grammar. Very poor: virtually no mastery of sentence construction rules.
Mechanic	5 4 3 2	Excellent: demonstrates mastery of conventions Good: occasional errors of spelling, punctuation, capitalization, etc. Fair: frequent errors of spelling, punctuation, capitalization, etc Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization,paragraphing, etc.
Total of score		100

Lampung Tengah, 26 March  
2018

Guru Bahasa Inggris

Mahasiswa Peneliti

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## APPENDIX 13

### LESSON PLAN (Cycle 2)

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Nama Sekolah** : Mts Muhammadiyah 02 Pubian  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : 8 / 1  
**Alokasi Waktu** : 1 x 45 menit  
**Topik Pembelajaran** : descriptive text  
**Pertemuan Ke** : 3

#### A. Standar Kompetensi

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

#### B. Kompetensi Dasar

6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

#### C. Indikator Pencapaian Kompetensi

- ✓ Siswa dapat mengidentifikasiteks monolog sederhana berbentuk *descriptive text*
- ✓ Siswa dapat mengidentifikasi teks monolog sederhana berbentuk *descriptive text*
- ✓ Siswa dapat menyusun teks tulis acak dalam bentuk *descriptive text*

#### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

3. Membuat kalimat sederhana pada *box information* berbentuk teks *descriptive*
4. Menyusun teks *descriptive* pendek sesuai *box information*

#### E. Materi Pokok



2. Here is a picture of my classroom. First, it is a big, new classroom. The classroom stay clean.	5. There are also a large whiteboard, some chairs and tables.
1. Classroom	
4. The color of the wall is white. The light in the classroom so bright.	5. Here is a picture of my classroom. First, it is a big, new classroom. The classroom stay clean. And the second, there are a large whiteboard, some chairs and tables. The third, the color of the wall is white. The light in the classroom so bright. The last, everything look good and nice in my classroom.

**F. Metode Pembelajaran/Teknik:**

Four square writing technique

**G. Langkah-langkah Kegiatan Pembelajaran**

No	Kegiatan Pembelajaran	Alokasi Waktu
1.	<b>Kegiatan Awal</b> <ul style="list-style-type: none"> <li>- Guru mengucapkan salam ketika memasuki kelas</li> <li>- Berdo'a bersama</li> <li>- Guru mengecek kehadiran siswa</li> <li>- Guru mengajukan pertanyaan kepada siswa yang menyangkut pengetahuan sebelumnya dengan materi yang akan dipelajari</li> </ul>	10 menit
2.	<b>Kegiatan Inti</b> <p><b>Eksplorasi:</b></p> <ul style="list-style-type: none"> <li>- Guru memberikan topik dengan contoh gambar tentang <i>Place</i></li> <li>- Guru meminta siswa untuk memberikan idenya tentang topic yang diberikan</li> <li>- Guru meminta siswa untuk mulai menuliskan informasi yang di dapat</li> </ul> <p><b>Elaborasi:</b></p> <ul style="list-style-type: none"> <li>- Gurumembagikan paper of Foursquare</li> <li>- Guru meminta siswa untuk menggali informasi berdasarkan topic</li> <li>- Guru meminta siswa menyusun kalimat sederhana dari informasi yg di dapat</li> <li>- Guru meminta siswa untuk menyusun ide ide dalam masing masing box menjadi text descriptive</li> </ul> <p><b>Konfirmasi:</b></p> <ul style="list-style-type: none"> <li>- Setelah menyelesaikan hasil tulisannya Guru meminta siswa untuk</li> </ul>	60 menit

	mengumpulkan lembar kerjanya	
3	<b>Kegiatan akhir</b> - Guru menyimpulkan materi pelajaran - Guru memberi motivasi kepada siswa - Guru menutup pelajaran dengan mengucapkan salam	10 menit

## H. Sumber dan Media

Sumber : Judith S. Gould and Evan Jay Gould Illustrated by Christina D. Schofield. 1999. *Four Square (4) Writing Method for Grades 7-9*. Teaching & Learning Company a Lorenz company

Media : *Pictures of Garden and Classroom*

## III. Penilaian

4. Teknik : Tulis
5. Bentuk : Esei
6. Instrument : Terlampir

## L. Rubrik Penilaian

Item analysis	Score	Criterion of scoring
Content	30-27 26-22 21-17 16-13	Excellent: knowledgeable-substantive etc Good: some knowledge of subject-adequate range Fair: limited knowledge of subject-little substance Very poor: does not show knowledge of subject-non substantive.
Organization	20-18 17-14 13-10 9-7	Excellent: fluent expression-ideas clearly stated Good: somewhat choopy-loosely organized but main ideas stand out Fair: not fluent-ideas confused or disconnected Very poor: does not communicate-no organization
Vocabulary	20-18 17-14 13-10 9-7	Excellent: sophisticated range-effective word/idiom choice and usage Good: adequate range-occasional errors of word/idiom form, choice, usage, but meaning not obscured Fair: limited range-frequent errors of word/idiom form, choice, usage Very poor: essentially translation- little knowledge of english vocabulary, idioms, word form
Grammar/ Language Use	25-22 21-18 17-11 10-5	Excellent: effective complex construction, few errors of agreement, tense, etc Good: effective but simple constructive in grammar. Fair:..major problem is simple/complex construction in grammar. Very poor: virtually no mastery of sentence construction rules.
Mechanic	5 4 3 2	Excellent: demonstrates mastery of conventions Good: occasional errors of spelling, punctuation, capitalization, etc. Fair: frequent errors of spelling, punctuation, capitalization, etc Very poor: no mastery of conventions, dominated by errors of

		spelling, punctuation, capitalization, paragraphing, etc.
Total of score		100

Lampung Tengah, 26 March 2018

Guru Bahasa Inggris

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## APPENDIX 14

### LESSON PLAN (Cycle 2)

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Nama Sekolah** : Mts Muhammadiyah 02 Pubian  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : 8 / 1  
**Alokasi Waktu** : 1 x 45 menit  
**Topik Pembelajaran** : descriptive text  
**Pertemuan Ke** : 4

#### A. Standar Kompetensi

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

#### B. Kompetensi Dasar

6.2 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

#### C. Indikator Pencapaian Kompetensi

- ✓ Siswa dapat mengidentifikasiteks monolog sederhana berbentuk *descriptive text*
- ✓ Siswa dapat mengidentifikasi teks monolog sederhana berbentuk *descriptive text*
- ✓ Siswa dapat menyusun teks tulis acak dalam bentuk *descriptive text*

#### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

6. Membuat kalimat sederhana pada *box information* berbentuk teks *descriptive*
7. Menyusun teks *descriptive* pendek sesuai *box information*

#### E. Materi Pokok

Make descriptive text based on the topic pitures.



My Bedroom



Favorite Fruit



People/ Family



**F. Metode Pembelajaran/Teknik:**

Four square writing technique

**G. Langkah-langkah Kegiatan Pembelajaran**

No	Kegiatan Pembelajaran	Alokasi Waktu
1.	<b>Kegiatan Awal</b> <ul style="list-style-type: none"> <li>- Guru mengucapkan salam ketika memasuki kelas</li> <li>- Berdo'a bersama</li> <li>- Guru mengecek kehadiran siswa</li> <li>- Guru mengajukan pertanyaan kepada siswa yang menyangkut pengetahuan sebelumnya dengan materi yang akan dipelajari</li> </ul>	10 menit
2.	<b>Kegiatan Inti</b> <p><b>Eksplorasi:</b></p> <ul style="list-style-type: none"> <li>- Guru memberikan topik dengan contoh gambar tentang <i>Place, people, or something</i></li> <li>- Guru meminta siswa untuk memberikan idenya tentang topic yang diberikan</li> <li>- Guru meminta siswa untuk mulai menuliskan informasi yang di dapat</li> </ul> <p><b>Elaborasi:</b></p> <ul style="list-style-type: none"> <li>- Guru membagikan lembar soal</li> <li>- Guru meminta siswa untuk menggali informasi berdasarkan topic dan mendeskripsikan berdasarkan gambar</li> <li>- Guru meminta siswa menggambar foursquare</li> <li>- Guru meminta menggunakan foursquare untuk mendeskripsikan gambar</li> <li>- Guru meminta siswa menyusun kalimat sederhana dari informasi yg di dapat</li> <li>- Guru meminta siswa untuk menyusun ide ide dalam masing masing box menjadi text descriptive</li> <li>- Guru meminta siswa menulis text descriptive</li> </ul> <p><b>Konfirmasi:</b></p> <ul style="list-style-type: none"> <li>- Setelah menyelesaikan hasil tulisannya Guru meminta siswa untuk mengumpulkan lembar kerjanya</li> </ul>	60 menit
3	<b>Kegiatan akhir</b> <ul style="list-style-type: none"> <li>- Guru menyimpulkan materi pelajaran</li> <li>- Guru memberi motivasi kepada siswa</li> <li>- Guru menutup pelajaran dengan mengucapkan salam</li> </ul>	10 menit

**H. Sumber dan Media**

Sumber : Judith S. Gould and Evan Jay Gould Illustrated by Christina D. Schofield. 1999. *Four Square (4) Writing Method for Grades 7-9*. Teaching & Learning Company a Lorenz company

Media : *Pictures of Garden and Classroom*

**IV. Penilaian**

1. Teknik : Tulis
2. Bentuk : Esei
3. Instrument : Terlampir

**M. Rubrik Penilaian**

Item analysis	Score	Criterion of scoring
Content	30-27 26-22 21-17 16-13	Excellent: knowledgeable-substantive etc Good: some knowledge of subject-adequate range Fair: limited knowledge of subject-little substance Very poor: does not show knowledge of subject-non substantive.
Organization	20-18 17-14 13-10 9-7	Excellent: fluent expression-ideas clearly stated Good: somewhat choopy-loosely organized but main ideas stand out Fair: not fluent-ideas confused or disconnected Very poor: does not communicate-no organization
Vocabulary	20-18 17-14 13-10 9-7	Excellent: sophisticated range-effective word/idiom choice and usage Good: adequate range-occasional errors of word/idiom form, choice, usage, but meaning not obscured Fair: limited range-frequent errors of word/idiom form, choice, usage Very poor: essentially translation- little knowledge of english vocabulary, idioms, word form
Grammar/ Language Use	25-22 21-18 17-11 10-5	Excellent: effective complex construction, few errors of agreement, tense, etc Good: effective but simple constructive in grammar. Fair:..major problem is simple/complex construction in grammar. Very poor: virtually no mastery of sentence construction rules.
Mechanic	5 4 3 2	Excellent: demonstrates mastery of conventions Good: occasional errors of spelling, punctuation, capitalization, etc. Fair: frequent errors of spelling, punctuation, capitalization, etc Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc.
Total of score		100

Lampung Tengah, 26 March 2018

Guru Bahasa Inggris

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## Appendix 15

### POST-TEST 1

**Name :**

**Class :**

**Instruction:**

1. Make a Narrative text based on the theme of the pictures
2. Your Narrative text should consists of identification and description
3. Consider the aspects of writing assessment: content, organization, vocabulary, language, and mechanics.

Indicators	Teacher	Score	Researcher	Score
Content				
Organization				
Vocabulary				
Grammar				
Mechanic				
Total score				

## Appendix 16

### POST-TEST 2

**Name :**

**Class :**

**Instruction:**

1. Make a Narrative text based on the theme of the pictures
2. Your Narrative text should consists of identification and description
3. Consider the aspects of writing assessment: content, organization, vocabulary, language, and mechanics.

Indicators	Teacher	Score	Researcher	Score
Content				
Organization				
Vocabulary				
Grammar				
Mechanic				
Total score				



**Appendix 17****POST-TEST 3****Name :****Class :****Instruction:**

1. Make a Narrative text based on the theme of the pictures
2. Your Narrative text should consists of identification and description
3. Consider the aspects of writing assessment: content, organization, vocabulary, language, and mechanics.

Indicators	Teacher	Score	Researcher	Score
Content				
Organization				
Vocabulary				
Grammar				
Mechanic				
Total score				





## Appendix 18

### POST-TEST 4

**Name :**

**Class :**

**Instruction:**

1. Choose the themes below and make a narrative text based on the theme of the pictures
2. Your Narrative text should consists of identification and description
3. Consider the aspects of writing assessment: content, organization, vocabulary, language, and mechanics.

Indicators	Teacher	Score	Researcher	Score
Content				
Organization				
Vocabulary				
Grammar				
Mechanic				
Total score				



**My Badroom**



**Fafourite Fruite**



**People/ Family**

### Photograph of Students' Activities in CAR



